

EXECUTIVE COACHING: AN ANNOTATED BIBLIOGRAPHY OF DISSERTATIONS AND THESES

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ABSTRACT

Only a very limited number of studies on executive coaching have been published in peer reviewed journals.

Objective: The objective of this annotated bibliography is to give the reader an overview of dissertations and theses on executive coaching. Many of these include studies that have not been published elsewhere.

Design: The dissertations and theses were identified through searches in ProQuest Dissertations and Theses Database - the world's most comprehensive collection of dissertations and theses with 2.7 million searchable citations to dissertation and theses from around the world from 1861-2011.

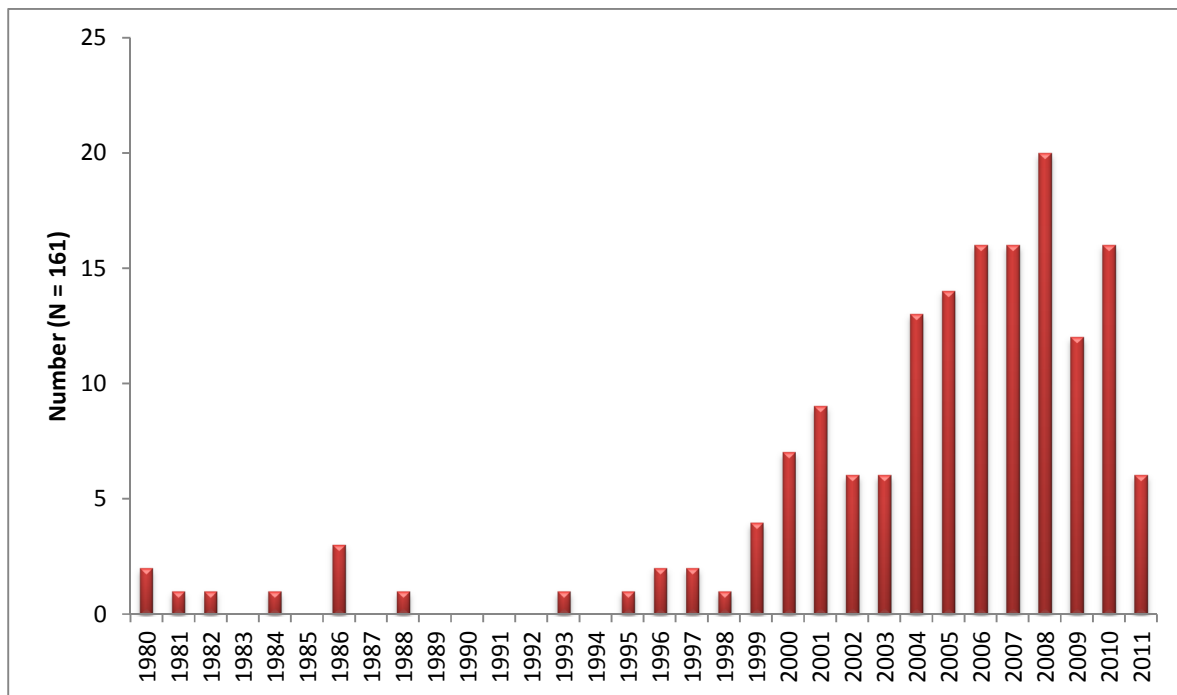
Methods: This annotated bibliography focuses on dissertations and theses that explicitly use the terms executive and coaching in their abstracts. The original abstracts are included and the material is coded for type,

empirical content, and type of study. The references are sorted in opposite chronological order and alphabetical order.

Results: In total, 161 references from 1980 to October 2011 met the selection criteria. Dissertations and theses on executive coaching began appearing in 1980, however, being scarce up until 1999. In contrast, 1999-2011 has seen the burgeoning of dissertations with a peak in 2008.

Conclusion: All attempts have been made to ensure that this document is as accurate as possible. Due to the complexity of cataloguing and categorizing the materials, some details may have been overlooked in the review process. If you have suggestions for changes or additions, please contact the Ebbe Lavendt.

REFERENCES PER YEAR



REFERENCES

2011

n = 6

Castillo-Ramsey, Clarissa Angela (2011). Coaching from the inside out: Exploring internal coaching practices in organizations. Thesis. Alliant International University, Fresno, California. ProQuest Dissertations and Theses.

Coaching has often been seen as an intervention for executives, problem employees, or high-potential employees. The researcher was interested in what was currently being offered within organizations in relation to coaching processes and methodologies. This research project examined internal coaching programs and practices in 13 organizations where participants were asked eight open-ended questions about their coaching techniques and methods. Interviews were conducted over the phone, via e-mail, and face to face. The findings of this study revealed that most internal coaching programs were created to improve leadership development. Internal coaches tended to be part of Human Resources, Organizational Development, or Learning and Development departments. Coaching was being provided to high-potential employees, employees who were referred by their manager, those who were in management positions, and individuals who requested to be coached. This study also examined methods of evaluation, including individual evaluations of coaching practices as well as the entire program. Findings indicated that methods used for evaluating individual coaches were accomplished through a survey, informal call or e-mail, or inquiring about what had worked well and what could be done differently. A number of themes emerged in evaluating the entire coaching program, which included stories that were positive incidences where coaching benefited the coachee while other companies tracked the number of employees being coached, coaching topics, and number of coaching hours. Return on investment (ROI) was also considered and evaluated with most participants indicating that there was some type of measurement that was utilized; however, a majority of the interviewees suggested that measuring ROI had not been accomplished successfully. The literature review includes an overview of coaching and contains information related to the definitions of coaching, types of coaching populations, theory, perspectives and approaches, models, structures, evaluation, techniques, ROI, with a discussion related to challenges and possible barriers. The researcher speculated that there would be some similarities between coaching practices related to the espoused reasons for creating an internal coaching practice and evaluating the program, noting that measuring ROI was not being successfully implemented.

Thesis, empirical, qualitative.

Henderson, Julie S. (2011). Executive coaching and educational leaders: An exploratory investigation. Graduate School of Applied and Professional Psychology, Thesis, Rutgers The State University of New Jersey, New Jersey. ProQuest Dissertations and Theses.

The practice of executive coaching has expanded over the past two decades. Business leaders from many industries have benefited from this form of professional development. The field of education, however, has not kept pace with the business world with respect to the application of executive coaching. A service similar to executive coaching in the business world is not widely available to educational leaders. Coaching and other personalized development opportunities for school leaders stand in contrast to traditional "one-shot" professional development activities such as workshops or trainings. Reviews of professional development literatures have suggested that, for leaders in education, contemporary job demands are increasingly more complex, which can tax their personal resources and limit their development through customary venues. Recent practice suggests development for school leaders is becoming more personalized, but these new opportunities can be provided in many different ways and through many different arrangements. The current exploration attempted to understand whether executive coaching may have benefits for school leaders as a professional development service. An online survey

was made available to principals and supervisors in New Jersey. The educational leaders who responded appeared to welcome the prospect of a more personalized development opportunity. They believed that coaching may have value, but also expressed some logistical concerns.

Thesis, empirical, quantitative.

Sanderlin-Nykamp, Deborah J. (2011). An exploratory study of executive leadership in social work. Social Work, Thesis, Michigan State University, Michigan ProQuest Dissertations and Theses.

The major goal of this exploratory project is to examine the process of leadership development in master's-degreed social workers who are currently leading nonprofit human service agencies. How did they learn to lead, and what were the stages in their journey to become the CEO of an agency? This exploratory process has resulted in a qualitative research project, relying on personal interviews to collect the information. Eighteen MSWs currently employed as chief executive officers of nonprofits within the state of Michigan were selected for the interviewing process. These nonprofit executives were interviewed and their stories documented. In order to glean this leadership information, I developed an open-ended interview question format, using the concepts of Bernard Bass-transformational leadership (2006), the Hartford Foundation leadership training model (Annual Report, 2008), and ethical theories developed from the literature. My basic premises are that leadership skills can be acquired and that they are measurable, learnable, and teachable. The interview processes allowed the subjects' journeys to be recorded and analyzed. The major findings for this project indicate that leadership development evolves over a lifetime, often starting in childhood. Analysis of the data resulted in the development of a time continuum of themes, which taken together allow us to see how the leadership process may have developed for these leaders. Each interviewee related childhood and young adulthood experiences that seemed to be significant; these experiences together seem to paint a picture of an incubator for leadership, a setting of the stage for leadership development. Mentors, religion, ethics, politics, and family - all are important variables that have helped to form the leadership abilities of these subjects. The early leadership development period seems to have included more mentoring support for these budding leaders, as well as ongoing training through both supervisory experiences and the performance of clinical work. Based on their reports, ethics remain important and continue to develop throughout this period. Not infrequently the subjects' actual MSW training, which they described as valuable, occurred during this time frame. The subjects also seem to have developed a personal drive to lead during this critical period. All of these factors have combined to effect the maturing of their leadership. The maturity theme melds the utilization of external leadership support with increased skill development, allowing a leadership style to emerge. Support during this mature period comes again in the form of mentoring, which merges with peer networking to form a support system that is developed and sought out by the leader. While training remains important, it comes now in ways that go beyond the MSW degree. Frequently these leaders have become self-described lifelong learners. Skill development seems to happen simultaneously; these CEOs report having developed the abilities to multitask, fundraise, utilize ethics in decision making, and develop and support staff to reinforce agency mission through mentoring and coaching. These leaders often lend their personal leadership styles and abilities to help other organizations or community collaboratives succeed as well. Their role has become more comfortable and natural over time. Indeed, the reports of these subjects seem to exemplify that leadership develops over a lifetime. By carefully recording and analyzing these personal histories, I believe that I have garnered information that may inform the field of social work on educational concepts and methods of teaching leadership for social work students.

Thesis, empirical, qualitative.

Stachowiak, Dave (2011). How executive coaches use the results of the Myers-Briggs Type Indicator to develop their coaches. Graduate School of Education and Psychology, Thesis, Pepperdine University, California. ProQuest Dissertations and Theses.

This study explored how executive coaches use the Myers-Briggs Type Indicator (MBTI) to develop coachees. An online survey was administered to screen executive coaches for MBTI certification, coaching hours with executive coachees, percentage of clients with profit and loss responsibilities, and regular use of the MBTI. Of 169 respondents, 31 qualified for the study and 15 executive coaches, primarily from North America, were interviewed to determine what, if any, common practices were used. Interviews were analyzed using a grounded theory methodology to determine if a central phenomenon emerged. The findings overwhelmingly showed the executive coaches use the MBTI to raise the awareness of their coachees, which is divided into both self-awareness and organizational awareness. Substantial mention of the central phenomenon of raising awareness outweighed all other topics mentioned in interviews by more than 3:1. In addition, executive coaches reported key causal conditions of helping the coach to work more effectively, responding to organizational goals, and supporting type-different clients. Executive coaches also reported using 2 strategies of discussing and planning actions and then implementing action steps in their work with coachees. Contextual areas of defaulting to use the MBTI, administering it by the second meeting, having a preference for the MBTI Step II instrument, and use of a self-discovery process were present. Intervening conditions that influenced strategies included the coach's knowledge of psychological type, the type preference of the coachee, neutrality of the MBTI, and data from other instruments. Finally, executive coaches reported consequences of MBTI use including giving language to the coachee, the coachee receiving growth, and the client organization receiving either benefit or loss. Comparisons to the literature substantiated past research on the executive coaching process and the use of psychological type for leadership development. However, differences were found when considering the amount of executive coaching this study showed being done on behavioral issues. Implications for both client organizations and executive coaches are discussed, including recommendations that both executive coaches and organizations recognize a standard process in coaching with the MBTI.

Thesis, empirical, quantitative and qualitative.

Yankow, Barbara Joanne (2011). The relationship between personality traits and leadership styles of selected community college workforce development executives and corporate executives. Thesis. Higher Education Administration, University of Florida, Florida. ProQuest Dissertations & Theses.

Because community colleges contend with continuous high rate of retirements, endless turnover, and organizational challenges, these institutions of higher learning must proactively identify the leadership skills and personality traits of current leaders. Higher education faces numerous challenges, including declining budgets, limited resources, and increases in student populations. To maneuver through these rocky waters, future leaders must possess outstanding leadership traits. There is limited empirical research on the personality styles of community college workforce administrators, community college business officers, and corporate executives. Using the Wave® personality assessment to identify these groups' leadership traits, institutions might be able to determine the crucial qualities of effective leaders, and then use this information to development successful internal and external higher education leadership programs. The Wave® assessment revealed minor differences in the leadership characteristics of community college workforce administrators, community college business officers, and corporate

workforce executives. There were moderate differences among the three groups, and all three groups had high mean Sten scores in creating innovation, and low Sten scores in communicating with people. Results from my study can be used to identify the essential characteristics of effective leaders, incorporate ways to foster these traits in leadership development program participants, and provide other enhancements for leadership development, such as mentoring and coaching. The research further suggests that organizations should invest in leadership programs and pay close attention to the critical traits needed in the highly skilled professions such as workforce. Further, leadership development programs should consider communication, developing and maintaining relationships, and enhancing other soft skills, such as emotional intelligence, as key components. Developing effective communication skills is particularly important, since scores in this area were quite low. It is possible that the current economy, along with the typical challenges of community colleges, contributed to the low-to-average communication score results. Also, leaders may not have the skills to be successful in the current community college climate, a potential basis for future research. As community colleges continue to serve area residents, especially in providing workforce education and training, future leaders should possess skills like resource identification, communication, and emotional intelligence. These skills, in addition to other personality and leadership traits, are investigated in my study, and models of this concept are discussed.

Thesis, empirical, quantitative.

Zak-Abrantes, Veronica B. (2011). Enhancing student leaders' emotional intelligence through multi-dimensional executive coaching: A pragmatic case study approach. Graduate School of Applied and Professional Psychology, Thesis, Rutgers The State University of New Jersey, New Jersey. ProQuest Dissertations & Theses.

The first goal of the present study was to examine the use of executive coaching as a method to enhance a student leader's emotional intelligence competencies. The second goal of the present study was to investigate whether a student leader's emotional intelligence competencies increased after the leader received coaching. The pragmatic case study approach (Fishman, 1999) and the multi-dimensional executive coaching process (Orenstein, 2007) were adapted for use with three participants at a large, east-coast university. There was mixed support for the first goal of the present study; the degree to which the executive coaching methodology could be adapted to potentially enhance a student leader's emotional intelligence competencies varied among the three cases. There was also mixed support for the second goal of the present study. Although there was some evidence that the student leaders changed in positive ways as a result of the coaching, the evaluation design made it impossible to assess the extent to which emotional intelligence competencies changed. Based on experience with the three cases, certain factors were identified that appear necessary in order to create success for the type of executive coaching described in this study for benefiting university groups. These "critical success factors" include: (1) the participant's openness and commitment to the coaching process; (2) a clearly designated supervising manager who is involved and supportive of the entire coaching process; (3) the use of an empirically based 360-degree assessment tool; (4) the consultant's knowledge and training in organizational and clinical psychology, encompassing individual, group, and systems levels of functioning; (5) the consultant being self-aware and able to engage in the clinical "use of self" (Alderfer, 1985); and (6) the employment of an empirically based evaluation measure.

Thesis, empirical, quantitative.

2010

n = 16

Abbott, Sunday C. (2010). A new era of leadership: Preparing leaders for urban schools & the 21st century. Thesis. USC Rossier School Of Education, Thesis, University of Southern California. ProQuest Dissertations and Theses.

The purpose of this study was to investigate the impact of principal participation in the Davis Principal Coaching Initiative, an executive leadership capacity building development program, on leader practice and professional practice of teachers. This mixed-method comparative case study investigated the following five research questions: (1) How does participation in the Davis Principal Coaching Initiative (DPCI) prepare principals to become effective instructional leaders? (2) How does the DPCI influence the knowledge, beliefs and leadership practices of urban school principals? (3) How does an urban school principal create and sustain organizational structures and processes that promote effective teacher practice and improve student outcomes? (4) What leadership support structures enable leader practice? And, (5) How can the VAL-ED instrument serve as a coaching tool to assist principals to become effective instructional leaders? Quantitative data were collected from the results of the Vanderbilt Assessment of Leadership in Education (VAL-ED) survey, an instrument that provided a summary of the principals, teachers and supervisors' perceptions on the principal's leadership behaviors (Murphy et al. 2006). Qualitative data were collected from pre-post interviews, observations and document analysis. Key findings revealed that the DPCI provided the principals with professional development that increased their capacity as instructional leaders; and the coaching structure helped the principal implement district initiatives, and provided the principals with moral and daily support at the school site. Findings also indicated that the principals displayed instructional and learning-centered leadership behaviors, such as monitoring and evaluating the instructional program, creating a positive organizational culture and defining and communicating the school goals.

Thesis, empirical, quantitative and qualitative.

Backstrom, Heather (2010). Executive coaching and personal brand: Coach training, coach mastery, and client satisfaction. Graduate School of Education and Psychology, Thesis, Pepperdine University, California. ProQuest Dissertations and Theses.

This project aimed to: (a) account for a method by which executive coaches may be trained in personal brand coaching, (b) describe the executive coaches' abilities to coach in particular personal brand matters pretest, posttest and posttest, and (c) assess levels of client satisfaction based upon receipt of personal brand coaching throughout a 3 month period. Thus, this grounded theory and phenomenological study sought to deduce a training process that can be used to train coaches on how to coach employing personal brand. Furthermore, the study deduced the abilities of these coaches in specific areas of personal brand coaching per training literature on learning and behavioral changes. Finally, satisfaction levels of clients before and after the receipt of personal brand coaching was assessed. Participants were a personal brand expert, 6 executive coaches, and 5 clients. The study concluded there is a process by which coaches can be trained in personal brand coaching. However, it varies depending upon the personal brand expert who facilitates it. That is, the content will vary depending upon the facilitator. Additionally, learning occurred for the coaches as evidenced by pretest, posttest and post-posttest data. Furthermore, limited behavioral changes occurred as demonstrated through post-posttest data. Finally,

satisfaction levels in the domains of work and life improved for clients as evidenced by pretest and posttest data. The study has limitations. One is that the training program was facilitated by a personal brand expert who had a certain approach to personal brand that may differ from others. Therefore, the training content may differ if facilitated by another personal brand expert. Additionally, the small sample size of coaches and clients was a limitation making it difficult to generalize the findings. Furthermore, the clients received personal brand coaching therefore their experience may not be generalized to other kinds of coaching. Future research may include the use of a control group, coaches who specialize in career transition coaching along with clients who are in-between jobs, a personal brand expert who has a different approach to the subject, and a focus upon client goal attainment rather than satisfaction.

Thesis, empirical, qualitative.

Brodrick, Theresa M. (2010). Executive women in healthcare: perceptions of the executive coaching process. Thesis. School of Human Services, Minnesota. ProQuest Dissertations and Theses.

Even though there is limited empirical evidence to support executive coaching, it is one of the fastest growing options for the healthcare industry to address and improve executive performance. Although coaching can be provided for a group, executive coaching, for the purposes of this research study is defined as the one-to-one development of an organizational leader that includes one coach and one leader. There is also limited, inconclusive research on the effects of executive coaching on women executives and even a smaller fraction of empirical evidence on the effects of women executives in healthcare. This study used a qualitative methodology and a hermeneutic phenomenological research design including interviews of 11 women healthcare executives in the Philadelphia and Southern New Jersey regions that had experienced executive coaching. Six primary themes emerged from the data. They include positive coaching experiences, improved work relationships, forced coaching experiences, reflective awareness of self, identified coaching as a tool that improved their executive development, identified the relationship with their coach as a key to successful outcomes. Results from this research study attempted to provide a deeper and more comprehensive understanding of the executive coaching experience and add to the empirical literature regarding the experiences of women healthcare executives who have received executive coaching. Based on this research study, the results have allowed the researcher to begin to understand the shared experiences of women healthcare executives who have undergone executive coaching and provide additional evidence for its use.

Thesis, empirical, qualitative.

Burr, Catherine Ann (2010). The mentoring experiences of executive pharmaceutical women: A phenomenological study. Thesis. University of Phoenix, Arizona. ProQuest Dissertations and Theses.

This qualitative phenomenological study explored the perceptions and lived experiences of a sample of 20 executive pharmaceutical women to determine the impact of mentoring on advancement to leadership positions. Face-to-face interviews of 20 executive women who shared the essence of the lived experience in executive positions revealed six emerging themes to describe the development of the mentoring experience related to ascent to leadership positions. The emerging themes were positive mentoring experiences, lack of a mentor, coaching versus mentoring, formal and informal mentoring, gender, and emotion in the workplace. The themes offered information to leaders in healthcare that may assist in developing succession planning programs to impact ascent to leadership positions for executive women in the pharmaceutical industry. Additional quantitative and qualitative studies should be considered and

employed to validate the findings of this sample and to further articulate the development of mentoring experiences of executive pharmaceutical women and the impact of ascent to leadership positions.

Thesis, empirical, qualitative.

DiVittis, Maude (2010). The dynamic tension of executive coaching to support senior leaders during onboarding: A qualitative comparison case study. Thesis. Teachers College, Columbia University, New York. ProQuest Dissertations and Theses.

This dissertation presents a qualitative comparison case study of onboarding experiences within a single organization. Rooted in the theory and practice of transitions, executive coaching, and adult learning, the study explored the support that leaders new to the organization experienced and perceived as valuable. To expand knowledge of transition coaching in the workplace, the study examined two groups of participants, one that received transition coaching while the other did not. The research questions focused on understanding the strategic learning tools and techniques that participants perceived as valuable, as well as barriers to support and variations in perceptions of the onboarding experience across participants who had or did not have an onboarding coach. Participants were divided into two groups: a study group whose members received transition coaching support (n=9) and a comparison group whose members did not (n=9). Using purposefully stratified sampling to contribute to the understanding of stages in the onboarding process, participants were recruited at approximately six, 12, and 18 months from accession to the organization. To capture these participants' unique perspectives, the study made use of qualitative research methodology, with interviews serving as the primary data source. The interview transcripts were examined to identify patterns in the emergent themes of the study (the meaning made by participants of their experiences), which were catalogued according to their frequency and compared and contrasted to participants' self-reported onboarding high and low points and to background and situational data on each participant. Analysis supported the importance of the following: (1) support from supervisors and other organizational leaders; (2) recognizing the impact of immediate teams on one's ability to get things done; (3) acquiring organizational knowledge and building key relationships; and (4) learning how to influence others effectively within the new context. In addition, the results suggested that onboarding challenges were similar for participants whether a coach utilized or not; however, when a coach was assigned, his or her contribution was particularly valued in the areas of tactical and emotional support and support for team facilitation.

Thesis, empirical, qualitative.

Francis, Mary E. (2010). Ties that bind: Examining the effects of social exchange variables on turnover intentions among executives. Thesis. University of San Francisco, California. ProQuest Dissertations and Theses.

This research study examined the effects of leader-member exchange (LMX), team-member exchange (TMX), and perceived organizational support (POS) on an executive's intentions to leave an organization. An electronic survey, called the Executive Turnover Intentions Survey, was sent to 412 executives (Directors and above). The response rate was 38%, representing 158 completed surveys. This is the only study to date that integrates the three main social exchange variables in organizations: a) quality of the relationship with the leader, b) quality of relationship with the organization, and c) quality of the relationship with the team among the executive population. The findings of this study are significant because they illustrate that this sample of executives give more weight to the quality of their relationships with their leaders when contemplating leaving exiting their organizations, than they do with their

relationships with their teams or organizations. This study provided a critical confirmation of the significant and negative association between leader-member exchange (LMX) and turnover intentions among a sample population that has not yet been studied in isolation, the executive population, when measuring the association between these two variables. These findings revealed an important distinction from the majority of past studies in regards to the association between team-member exchange and turnover intentions as well as perceived organizational support and turnover intentions. Overwhelmingly, the literature has suggested that a negative and significant correlation exists between these variables among the general population. However, findings from this study revealed that a statistically significant association did not exist between team-member exchange and turnover intentions as well as perceived organizational support and turnover intentions. This research study can aid human resources leaders and consultants by giving them the knowledge that the relationship an executive has with his leader is of particular importance with regards to his intention to leave the company. Industrial/organizational psychologists can design interventions to strengthen the relationship between an executive and her leader, while coaching client companies to spend less time and energy on the executive's relationship with the organization and his team. Further research is suggested in the area of testing interventions that strengthen the relationship between an executive and his or her leader. Understanding more ways to bolster this relationship would better equip human resources leaders and consultants when trying to retain key executives. It is suggested that further researchers expand the sample population to other cultures and non-English speaking executives. The inclusion of more diverse participants would add to the depth of knowledge the academic community currently has in regards to the executive population.

Thesis, empirical, quantitative.

Harkness, Kelly Ann (2010). Coaching for women transitioning out of the military. Master of Arts, Thesis, Prescott College, Arizona. ProQuest Dissertations and Theses.

The question posed in this thesis is: in addition to the Department of Defense (DOD) Transition Assistance Programs, what can life coaching offer women transitioning out of the military? Current documentation shows the effectiveness of coaching with specific populations, such as sports clients or executives, but does not cover women transitioning out of the military. I chose to concentrate my research on women veterans and their transition process separating from the military, and the possible use of coaching to facilitate a smooth transition. I did not however conduct research to document the effectiveness of coaching; instead I created a possible outlet for women veterans through coaching. First, the thesis covers the origins of coaching, which includes the influence of psychological theories. Next, the research discusses the meaning of transition. It also outlines the current resources for women separating out of the military. The crux of the thesis will be the project-based section, which is a sample of a workbook that includes various exercises created for prospective women clients. The workbook is a tool for women using coaching while transitioning out of the military. The conclusion finishes with final thoughts on the benefits of coaching, especially for women going through a transition.

Thesis, conceptual.

Hert, Christopher J. (2010). Liberation through preparation: Building capacity to lead America's urban schools. USC Rossier School of Education, Thesis, University of Southern California, California. ProQuest Dissertations and Theses.

Achieving higher levels of learning for all children has become the 21st century educational challenge across the nation. Substantial evidence exists that principals can have a profound effect on the learning

climate, educational programs, and professional norms of practice in schools; however, controversy still reigns over the effects of principal practice on student learning. Scant attention has been paid to evaluating the efficacy of programs and practices for the professional development and retention of school principals and validation of existing assessments of principal leadership practice against measures of student achievement. This study was designed to explore these gaps in the empirical literature by investigating the impact of the Dunkin (Pseudonym) ISD Principal Coaching Initiative (DPCI) on leadership practice. The DPCI is a district-wide executive leadership capacity-building program that combines the district's standards-based leadership curriculum with a leadership coaching support structure for principals. This study was designed to address the following research questions: (1) How does participation in the Dunkin ISD Principal Coaching Initiative (DPCI) prepare principals to become effective instructional leaders? (2) How does the DPCI influence the knowledge, beliefs, and leadership practices of urban school principals? (3) How does an urban school principal create and sustain organizational structures and processes that promote effective teacher practice and improve student outcomes? (4) What leadership support structures enable leader practice? (5) How can the VAL-ED Instrument serve as a coaching tool to assist principals to become effective instructional leaders? The focus for these two case studies was on assessing how participation in the DPCI influenced leader practice and on investigating how, in turn, leader practice influenced teacher professional practice. Data were collected from pre/post VAL-ED leadership surveys, interviews with principals, teachers, school documents/artifacts, and principal and classroom observations. The VAL-ED 360 degree survey measured core components that support the learning of students and enhance the ability of teachers to teach and key processes leaders use to create and manage core components. The findings showed that both case study principals felt the DPCI was a valuable experience that, in fact, aided them in their journey toward becoming more effective school leaders. The findings from this study support the use of a leadership capacity building program as a tool to develop and support urban school principals; however, further research is needed to determine the effectiveness of the initiative over a sustained length of time.

Thesis, empirical, quantitative and qualitative.

Knight, Kevin C. (2010). Coaching preferences of Generation "Y". The George L. Graziadio School of Business and Management, Theis, Pepperdine University, California. ProQuest Dissertations and Theses.

Over the last twenty years coaching has emerged as a leading personal and professional development tool for individuals and corporations. The recent popularity in coaching stems from employees' needs for greater goal achievement or individuals' needs to enhance growth, implement change, and to reach greater fulfillment in their business or personal lives. This study looked at the coaching preferences of Generation "Y". As coaches prepare to work with Generation "Y" clients, it is important to understand how this new generation differs from previous generations. This knowledge could assist coaches in customizing their approach to address client needs and expectations, and lead to greater results for increased client capability. The data used to support this research were gathered from surveys conducted with 51 members of Generation "Y." The results were reviewed in structured interviews with three subject matter experts (SMEs) who were experienced providers of coaching services to Generation "Y." After the data were analyzed, several key themes were extracted and summarized. It was found that members of Generation "Y" preferred: coaching from someone outside of their workplace, that is, a professional/executive coach or expert in his or her chosen field; coaching that occurred face to face, once a month, performed during business hours and which lasted less than an hour; coaching that relates to their profession, that is, communication skills, leadership, and how to build productive relationships and

obtain promotions (career guidance); coaching around professional/personal growth; and also around creative problem solving. Small sample size limited the validity of findings. The questionnaire was only completed by 51 respondents and as such cannot be used to generalize about the Generation "Y" population at large.

Thesis, empirical, quantitative and qualitative.

Lee, Omaira Z. (2010). The leadership gap: Preparing leaders for urban schools. USC Rossier School of Education, Thesis, University of Southern California, California. ProQuest Dissertations and Theses.

The purpose of this mixed-methods, purposive case study was to investigate the impact of participation in the Metropolitan ISD Principal Coaching Initiative (MPCI) on leadership practice. The MPCI is a district-wide executive leadership capacity building strategy, which combines the District's standards-based leadership curriculum with a leadership coaching support structure for both novice and experienced principals to support their implementation of district-wide improvement initiatives. Principal leadership practices were studied in two K-5, urban elementary schools. The study was designed to address the following research questions: (1) How does participation in the Metropolitan ISD Principal Coaching Initiative (MPCI) prepare principals to become effective instructional leaders? (2) How does the MPCI influence the knowledge, beliefs and leadership practices of urban school principals? (3) How does an urban school principal create and sustain organizational structures and processes that promote effective teacher practice and improve student outcomes? (4) What leadership support structures enable leader practice? (5) How can the VAL-ED Instrument serve as a coaching tool to assist principals to become effective instructional leaders? Pre- and post-intervention survey data were collected from the online administration of the Vanderbilt Assessment of Leadership in Education (VAL-ED). The results provided a summary of the principals' and the teachers' perceptions of leader effectiveness on learning-centered leadership behaviors that have been found to correlate with student achievement (Porter, Goldring, Murphy, Elliott, & Cravens, 2006). Additionally, qualitative data were collected from pre/post principal and teacher interviews, observation of leadership practice, and review and analysis of existing documents. Key findings revealed that although the principals had participated in the leadership coaching initiative for a short time (i.e., five months), both principals demonstrated behaviors and practices aligned with the learning-centered leadership framework. This finding, that leadership practice can be influenced by participation in the MPCI suggests that effective leadership practice can be learned (Northouse, 2007). There was some evidence that these practices had a positive influence on the teachers' practice in the areas of implementation of high standards for learning, rigorous curriculum, and quality instruction focused on a culture of learning (Murphy, 2006). However, the extent to which these practices were implemented could not be determined. Finally, the findings from this study suggest that the VAL-ED survey can be used as a coaching tool to (1) move principals across performance levels; (2) identify strengths and weaknesses; and (3) to identify areas of focus for developing performance plans or for individual principals.

Thesis, empirical, quantitative and qualitative.

Libby, Paula (2010). Building the capacity of the modern urban principal. USC Rossier School of Education, Thesis, University of Southern California, California. ProQuest Dissertations and Theses.

The purpose of this research study was to investigate the impact of principal participation in a leadership capacity building and support program on educational leaders' practice and the professional practice of teachers. The two examined principals participated in the Duncan Principal Coaching Initiative (DPCI), a

comprehensive, research and standards-based executive leadership program which included both professional development for the principal as well as the support of a principal coach. This mixed-methods case study explored the following five questions: (a) How does participation in the Duncan ISD Principal Coaching Initiative (DPCI) prepare principals to become effective instructional leaders? (b) How does the DPCI influence the knowledge, beliefs, and leadership practices of urban school principals? (c) How does an urban school principal create and sustain organizational structures and processes that promote effective teacher practice and improved student outcomes? (d) What leadership support structures enable leader practice? (e) How can the VAL-ED Instrument serve as a coaching tool to assist principals to become effective instructional leaders? The study took a comprehensive look at the leadership practices enacted by principals who had the potential to lead to the attainment of the Texas core leadership standards to determine (a) the relationship between principal participation in the DPCI program and their leadership practice; and (b) if the practice of the two principals varied, what accounted for that variance. Qualitative as well as quantitative data were collected in a pre-intervention and post-intervention design to determine the leader's change in practice and how these factors had been shaped or reshaped by participation and experiences in the DPCI program over time. Principal and teacher interviews, classroom observations, and principal field observations provided qualitative data sets, while quantitative data were provided from the results of the pre-post intervention of the Vanderbilt Assessment of Leadership in Education (VAL-ED) survey administrations. Document analysis also contributed instrumental data sets from which to assess a change or growth in the principal's leadership behaviors. When comparing the two case schools, findings from this research revealed critical differences in the principals' levels of participation in the DPCI and the effective utilization of their coach. This study also identified several conditions that may have contributed to these differences and which, if remedied, could refine the DPCI and other executive leadership development programs. These include (a) adopting a formalized cohort model for principals as well as their coaches, (b) establishing a purposeful criteria for principal selection and clear expectations for coaches, and (c) expecting the use and embedding opportunities for greater understanding of a leadership assessment tool.

Thesis, empirical, quantitative and qualitative.

Lord, Ethelle Gemma (2010). A quantitative study on executive coaching from a learning transfer perspective. Thesis. University of Phoenix, Arizona. ProQuest Dissertations and Theses.

The purpose of this quantitative study employing an ex post facto, quantitative design was to research two forms of development, namely executive coaching and traditional methods of training, in relation to the level of learning transfer achieved through each method. One research question guided this study: To what extent are there differences in learning transfer between executives who have experienced executive coaching and executives who have experienced traditional methods of training? A random sample of participants in leadership positions and members of the American Society of Training and Development (ASTD) completed the Learning Transfer System Inventory (LTSI). After taking demographics into account, the data obtained were analyzed to see whether there were any differences between coaching and traditional methods of training. Findings showed that there was a substantial perceived transfer of learning in both groups. This study has an impact on the value of executive coaching for executives and managers.

Thesis, empirical, quantitative.

McNevin, Mary (2010). How executive coaches assess and develop emotional intelligence in the executive suite. Thesis. University of Pennsylvania, Pennsylvania. ProQuest Dissertations and Theses.

This qualitative research study explores the connections between executive coaching and emotional intelligence (EI) when working with senior level executives. The focus is on coaching the senior executives (chief executive officer, chief financial officer, senior vice-presidents) of companies of over \$1 billion dollars in revenue. Since research indicates that EI is a valuable predictor of performance for executives, this study seeks to discover how executive coaches assess and develop EI with their clients. This study is of importance to multiple audiences. First, it provides the research community with insights into how executive coaches perceive and report on the focus of EI as part of their practice. Second, the findings report on how executive coaches assess or measure EI with their senior level clients. Last, this study explores strategies coaches employ to help their executive clients develop EI competence, as well as what areas of EI coaches perceive their clients struggle with the most. The insights gained through this study are intended to challenge organizations, educators and executives on how to assess and develop EI through education, experiences and other methods identified in the study.

Thesis, empirical, qualitative.

Sherwani, Naseem Saeed (2010). The study of Workplace Learning and Performance competencies among Pakistani practitioners. Thesis. The Pennsylvania State University, Pennsylvania. ProQuest Dissertations and Theses.

The purpose of this study was to investigate Pakistani Workplace Learning and Performance (WLP) practitioners' perceptions of the importance of WLP competencies at the present time and in the next five years. The goals were to: (1) identify and characterize a profile of Pakistani WLP practitioners; (2) analyze perceptions of the current and future importance of WLP competencies in Pakistan; (3) measure the relationships between the perceived importance of foundational and technical competencies currently in terms of education levels; and (4) compare the existing competencies of Pakistani practitioners with those recommended by the 2004 American Society of Training and Development (ASTD) model in terms of current expertise and future expertise in terms of importance. Findings revealed that Management Development/Leadership Development/Executive Development was the primary discipline (21.5%) and Training (19.3%) was the secondary discipline in this research. With regard to the professional levels of the practitioners, 17.8% identified "manager" as their job title. About two-thirds of the respondents had received at least a master's degree (e.g., Master of Science, Master of Arts, or Master of Business Administration) (163, 60.6%). The majority reported academic degree programs to be the predominant source of education and training for gaining WLP positions. A total of 219 (81.4%) Pakistani practitioners identified academic degree programs as the most effective sources of professional development programs (PDP). Participants viewed two items on knowledge Areas - career development theories and approaches and coaching approaches - as important in the future. They also reported facilitating career transition to be an important action Area in the future compared to the current time on the Career Planning and Talent Management (CPTM) Survey. They pointed out that Individual learning styles, e.g., audio, visual, is the most needed knowledge Area relating to Delivering Training. They also rated the evaluating solution(s) action Area as being of future importance relating to Delivering Training in the workplace. With regard to the Designing Learning Knowledge Areas, e.g., cognition and adult learning theory, various instructional methods and various delivery options were viewed as important, while analysis and selection of technologies implied a gap in importance to this action Area in instructional design. Looking at Measuring and Evaluation, the fact that interpretation and reporting of data was selected most often highlighted the

gap in importance for this competency, while reporting conclusions and making recommendations based on findings was selected as a future competency. Since this was the first WLP research study in Pakistan and involved only practitioners accessed through convenience and snowball sampling approaches, further studies of WLP practitioners are recommended using random sampling approaches at a larger scale. Through findings offered here, Pakistani WLP practitioners, HR departments, research organizations, businesses, and educational institutions in Pakistan will become aware of the possible implications of this research for self-assessment, organization development, recruitment, development, promotion, and retention. Trainers, instructional designers, curriculum developers, and academia can use these findings in designing, developing, teaching, and evaluating WLP competencies in Pakistan. According to the reported perceptions of practitioners, they endorse the importance of WLP competencies in closing the performance gap. The actions needed to close this gap include recognizing WLP programs at the university level. Future research is needed on the roles, competencies, and technical Areas of expertise of WLP practitioners in Pakistan because this Area of research has been relatively unexploited to this point. (Abstract shortened by UMI.)

Thesis, empirical, quantitative.

Theune, Doris P. (2010). Women being coached to advance their careers to positions of power and influence: A narrative inquiry. School of Education, Thesis, Capella University, Minnesota. ProQuest Dissertations and Theses.

This study presents the discipline of executive coaching as a form of contemporary adult education informed by transformative learning theory appropriate for the education, support, and empowerment of adult women seeking to identify, understand, and break through the obstacles and barriers to career advancement to achieve positions of power and influence. The qualitative research methodology was informed by a developmental narrative inquiry approach based on the stories and insights provided by the women participants. The researcher probed their responses through the filter of her own experiences as both an executive woman and executive coach. She synthesized the insights from the participants and created a best practices model that could be useful to coaches who work with executive women. The knowledge and wisdom shared within the chapters suggests an effective paradigm for coaching executive women based on transformative learning. Executive coaches can follow the guidelines suggested in this dissertation to help their clients identify, understand, and navigate the various barriers blocking their full entrance to the upper echelons of executive management.

Thesis, empirical, qualitative.

Wyatt, Jennifer C. (2010). Executive coaching among female public school superintendents and its relationship to stress and self-fulfillment. Thesis. Union University, Tennessee. ProQuest Dissertations and Theses.

Despite the increase of research on female superintendents, there continues to be a gap in the literature that examines executive coaching among female public school superintendents and its relationship to stress and self-fulfillment, which are dynamic factors in the executive workplace. The purpose of this study was to examine the impact of executive coaching on perceived stress levels and self-fulfillment among public school superintendents. For the purposes of this study, existing data from the American Association of School Administrators (AASA) Mid-Decade Study (Glass & Franceschini, 2007) were analyzed. The participants for this study were 284 female and 1,037 male superintendents who participated in the State of the Superintendency Study (Glass & Franceschini, 2007). Results indicated a significant predictive relationship between self-fulfillment and years of experience as superintendent and self-fulfillment and age

range for female public school superintendents. In addition, there was a significant predictive relationship between self-fulfillment and prior mentoring, self-fulfillment and educational level obtained, and self-fulfillment level and age range for male public school superintendents. When assessing the perceived stress levels of female public school superintendents, a significant main effect of marital status was found. There was also a significant main effect of coaching for the self-fulfillment levels among female public school superintendents and a significant main effect of ethnicity among male public school superintendents. Implications for results demonstrate that as both male and female superintendents age, their level of self-fulfillment is predicted to increase, despite years of experience. It is recommended that executive coaching programs be made available to all superintendents, regardless of age. Additionally, female superintendents who have had a prior mentor are predicted to have a high level of self-fulfillment. This finding implies that mentoring has longitudinal effects. The descriptive statistics from this study indicate that a limited number of male and female superintendents have participated in executive coaching, formal mentoring, or informal mentoring despite the expansive participation of corporate America in executive coaching and formal mentoring efforts. There continues to be a need to expand upon what is currently a limited body of literature exploring the theory and practice of executive coaching.
Thesis, empirical, quantitative.

2009

n = 12

Acker, Joseph J. (2009). Building leadership capacity in Emergency Medical Services: Developing future leaders. Thesis. Royal Roads University, Canada. ProQuest Dissertations and Theses.

This study examined effective and efficient strategies to enhance leadership capacity in Emergency Medical Services systems in Canada. Current literature explores the definition of leadership, the components and value of a leadership competency profile, and best-practice models of leadership development. Adhering to all relevant ethical considerations and standards, data were collected using a qualitative and quantitative action research process that involved interviews and surveys of EMS leaders from every region in Canada. Based on the research findings, the project concludes that the EMS Chiefs of Canada should play a pivotal role in the development of current and future EMS leaders.

Recommendations address the formation of a national leadership development sub-committee, the creation and implementation of a national leadership competency profile, the establishment of collaborative partnerships with educational institutions, and the expansion of the use of executive and peer coaching for EMS leaders in Canada.

Thesis, empirical, quantitative and qualitative.

Courville, William J. (2009). Coach, therapist, or spiritual director?: An analysis of discourse about spirituality as used in professional coaching. Thesis. University of Ottawa, Canada. ProQuest Dissertations and Theses.

Professional coaching, a hybrid intervention melding western therapeutic counseling and spiritual traditions, has recently emerged as a new phenomenon in executive development. The dissertation makes four broad points: first, that the field of professional coaching has developed little theory of its own and is in need of academic theorizing; second, that professional coaching plays a significant role in personal and professional development; third, that there is a definite spiritual dimension - both explicit and

implicit - to professional coaching, and fourth, that psychology of religion is uniquely positioned to serve as an academic home for the conceptualization and theorization of the field. To make these points, the thesis demonstrates that professional coaching has antecedents, in both form and structure, in depth psychology, humanistic psychology, pastoral counseling, and spiritual direction. It traces the history and development of spiritual discourse in professional coaching, showing that the application of ancient wisdom and other spiritual traditions was eventually "psychologized" and appropriated by traditional psychology for application to business and professional development. It explores coaching methods, models, concepts, and theories to show how the language of spiritual discourse is intertwined with therapeutic language as an integral part of the vocabulary of professional coaching. It illuminates both the explicit and implicit spiritual discourse found in professional coaching and suggests that making what is often an implicit discourse explicit might re-frame how practitioners and clients see themselves and the work they are doing. It discusses the concept of "spiritual intelligence" and corresponding research that attempts to link spirituality and neuroscience and considers its implications for professional coaching, executive development, and psychology of religion. And finally, this thesis demonstrates that the study of the interrelationships among psychology, spirituality, and business has a long tradition in the field of psychology of religion and suggests that professional coaching can be seen as an extension of that research. It proposes that the field of psychology of religion can contribute to the development of established and emerging professional coaching approaches by providing a set of methodologies with which to further develop knowledge of the psycho spiritual processes involved in purposeful change.

Thesis, conceptual.

DiGirolamo, Don A. (2009). An evaluation of the Global Institute for Leadership Development - GILD 2008 as a provider of custom executive education. Thesis. Duquesne University, Pennsylvania. ProQuest Dissertations and Theses.

The purpose of this study was to determine how participants perceived the effectiveness of their experience in the 2008 Global Institute for Leadership Development - GILD as a provider of custom executive education. GILD is an intensive one-week institute sponsored by Linkage, Inc. GILD has been presented as an accelerated growth experience designed to differentiate superior leaders from average leaders. During its twelve-year history, the Global Institute for Leadership Development (GILD) has not yet been comprehensively evaluated. GILD 2008 was held from October 12 - 17 in Palm Desert, California. Two hundred eighty nine people from around the world participated in GILD 2008. Sixty-one percent, or one hundred seventy-nine people, completed the evaluation. Program participants included executives, general managers, directors and managers whose responsibilities include sales, marketing, finance, engineering, information technology and project management. Eighteen countries were represented at GILD 2008. The research was based on the effectiveness of three central parts of GILD including executive coaching, learning teams and faculty presenters. The evaluation included 52 questions and was administered on the final day of the institute. Data was gathered using quantitative methods including Measures of Central Tendency - Means, Measures of Variability - Standard Deviation and Rank-Order Distribution. Data was analyzed using ANOVA and Post Hoc tests. Qualitative techniques were used to collect data through open-ended questions addressing areas for improvement of GILD 2008 as well as key take-always for the participants. Study findings suggest leadership development based executive education remains a vital resource for professional development within many organizations around the world. The study supports GILD 2008 was a valuable education resource for the participants. Study participants reported GILD 2008 was valued for the depth of content expertise of the presenters and

executive coaches. The study reflects the evolvement of executive education to an era of assessment, coaching and development of peer learning relationships. For Linkage, Inc. the provider of GILD, a slightly different business model may be needed to position GILD as an even more effective process. Those efforts may include the need to conduct organizational assessments of corporate strategy, leadership challenges and culture, with efforts resulting in an enhanced program design based upon client needs.

Thesis, empirical, quantitative and qualitative.

Dunn, Jim (2009). A study of perceptions regarding the changing roles, skills, and effectiveness of human resources functions. Thesis. Benedictine University, Illinois. ProQuest Dissertations and Theses.

Current research clearly states that human resource practice can be a value-added function in an organization. Paradoxically, however, the value of many human resource (HR) and organization development departments (OD) is often neither clearly defined nor understood (York, 2005), thus contributing to the failure of many senior HR and OD executives. Becker and Huselid (1998) conducted the initial work on the relationship between a firm's performance and its human resource practices. In their study of 740 corporations, they found that firms with the greatest quality of HR practices that reinforce performance had the highest market value per employee. Paradoxically, however, senior executives fail to understand the value of many human resource (HR) and organization development (OD) departments and therefore do not support them or take advantage of the development opportunities they offer. As a result, senior executives function without leadership training, coaching in strategic and financial planning, and mentoring in managing personnel. As executive excellence goes, so goes the corporation. Thus, this research focuses on the importance of investing in and enhancing HR practices to improve the quality and capability of executives who improve the value of the corporation. The purpose of this study is to investigate practitioner and non-HR executives' perceptions regarding the changing roles, skills and effectiveness of HR and OD departments. This study was conducted in four phases. In Phases 1 and 2, structured sessions with senior HR and OD executives were conducted to validate the overall direction of this research for potential scholarly contribution and the survey instrument itself. Phase 3 of this study involved survey administration and data collection from 242 completed surveys among senior HR and OD executives and 77 completed surveys from non-HR executives. Phase 4 of this study involved developing an interview guide to verify and expand survey data (inductively) and explore perceived contributing factors leading to senior HR leader and department success. Sixteen interviews were conducted in this final phase of research. The results of this study, which yielded the development of an HR/OD experience map, have important implications for both practice and theory. Such results can help organizations that may be considering elevating their human capital practices as well as guide the development opportunities for existing senior leaders. As for theory, this study adds to the growing body of research surrounding strategic HR/OD senior executive's practices by providing evidence of the value that increased HR skill development can have in shaping and reflecting organizational goals. An integrated model for human resources selection and development is proposed.

Thesis, empirical, quantitative and qualitative.

Galuk, Deborah (2009). Executive coaching: What is the experience like for executive women? Work and Human Resource Education, Thesis, The University of Minnesota, Minnesota. ProQuest Dissertations and Theses.

This hermeneutic phenomenological study attempted to provide a better understanding of the experiences of executive women who had been coached by an external executive coach. Ten executive women who

worked for different organizations and had a wide variety of coaching experiences were interviewed. These executives were located through the Dun & Bradstreet Directory and referrals from executive coaches. They shared both personal and professional stories, reflections, feelings, ideas, and actions related to being coached. I conducted a thematic analysis of the transcribed interviews to discover commonalities and synergies among participants' experiences. A list of preliminary themes emerged, and I conducted a follow-up interview with each participant to verify the findings. Themes were revised to incorporate their comments and reflect their meanings. The analysis revealed insights into four categories of themes: (a) why coaching, (b) role of the coach, (c) insight to action, and (d) outcomes. A total of seventeen themes emerged: (a) feeling alone and wanting help, and motivated by challenge and growth; (b) coach is trusted, a professional, a guide, strengthens me, and expects action; (c) self-discovery and awareness, emotions, commitment to development process, challenges to thinking, tools guide action, and different actions get better results; and (d) being more effective with people, work life balance, how to work with my boss, and gender based workplace differences and challenges. The literature supported most themes; however, new insights were added. Listening to the voice of these executive women added new perspectives to the coaching literature. Some new insights were that they sought coaching as a way to open themselves up to more challenge and growth, rather than to make behavioral changes. They also felt alone at the top, wanted some help, and felt strengthened by the coach to take different actions. And feelings about coaching and learning were important in the process. While the literature recognized the importance of organization support for executive coaching, it was glaringly absent in these executives' experiences. Coaching outcomes that were a priority for these executives included work/life balance and how to work with her boss, another difference from the literature. And, lastly, the workplace context for coaching provided gender-based differences and challenges that were not discussed in the coaching literature but were found in the women's studies literature.

Thesis, empirical, qualitative.

Heintz, Phyllis Ann (2009). Identities at the intersections: Lesbian executives' experiences with the management of the disclosure of their sexual identity in the workplace. Thesis. Fielding Graduate University, California. ProQuest Dissertations and Theses.

The purpose of this qualitative study was to conduct an in-depth narrative exploration of the sexual identity management experiences of lesbian executives, whose work-life stories were mostly untold until now. They navigated an invisible identity in a visible organizational position and their lesbian identity remained a subtext that permeated their relationships with others. The findings revealed four dimensions of experiences reported by the women in this study regarding managing the disclosure of their sexual identity in the workplace: (a) navigating intersections of sexual identity and multiple identities, (b) reactions of others to how they manage their sexual identity in the workplace, (c) feelings related to their sexual identity management, and (d) strategies used to manage their sexual identity in the workplace. Many of the women adopted one of three patterns of disclosure decisions that may be characterized as either Cautious, Confident, or Conditional. The need for authenticity was a driving force in managing their sexual identity disclosure decisions. Since the work-life narratives of lesbian executives have never before been captured in academic research, this study is significant in that it provides vivid descriptions about the management of their workplace disclosure experiences and thus a foundation for future research. The participants' work-life narratives may also provide inspiration for other women so they may (a) realize they are not alone, (b) learn what the effective strategies were for others, and (c) recognize their experiences are not so different from other lesbians in executive positions. Finally, this study may provide coaching

and counseling professionals with a clear description of workplace sexual identity management experiences so they may help their clients find their own voices and unique ways of managing their disclosure decisions.

Thesis, empirical, qualitative.

Howard, Anita Rogers (2009). An exploratory examination of positive and negative emotional attractors' impact on coaching intentional change. Thesis. Case Western Reserve University, Ohio. ProQuest Dissertations and Theses.

Few research studies have tested hypotheses from an integrated, multilevel theoretical model on coaching intentional change. Drawing on Intentional Change Theory (ICT) and supporting cognitive emotion and social complexity perspectives on positive and negative affect, this dissertation presents the first empirical investigation on the differential impact of inducing positive emotion vs. negative emotion in real time executive coaching sessions. Nineteen coaching recipients were randomly assigned to two coaching conditions. In the PEA condition the coachee's own hopes, strengths, desired future (the Positive Emotional Attractor) was the anchoring framework of a one-time, hour-long coaching session. In the NEA condition the coachee's own perceived improvement needs, weaknesses, present reality (the Negative Emotional Attractor) was the anchoring framework. Two central ICT propositions were tested. Hypothesis 1 predicted that PEA participants would show higher levels of positive emotion during appraisal of 360-degree feedback results and discussion of change goals than NEA participants. Hypothesis 2 predicted that PEA participants would show lower levels of stress immediately after the coaching session than NEA participants. Regression analyses found that the PEA group showed significantly lower levels of negative emotions ($p = .05$) and anger ($p = .02$) and focused more on personal interests and passions ($p = .01$) as compared to the NEA group. These findings lend preliminary support to the proposition that framing a coaching session around a coachee's PEA elicits positive emotions that broaden a person's momentary thought-action repertoire, whereas framing a session in the NEA elicits negative emotions that narrow this array. Further, demonstrated time series changes in expressed sadness or depression (.01) and future (.04) offer preliminary support to the ICT proposition that recurrent PEA-NEA arousal, and associated interplay of positive and negative emotion, characterize intentional change. The prediction on post-coaching level of stress was not supported.

Thesis, empirical, quantitative.

Larsen, Stacey Lynn (2009). Social construction on the road to transformation: Applying rites, rituals, and play to executive coaching. Thesis. University of St. Thomas, Minnesota. ProQuest Dissertations and Theses.

This qualitative case study examines participant perspectives of the executive coaching process. Specifically, this study explores the discrepancies among nine clients' and their coaches' perceptions of the ontological executive coaching experience. Data suggests that clients framed their understanding of coaching through their interactions with others. Coaches, however, focused almost exclusively on clients' individual growth and transformation. This study applies a missing sociological perspective in order to more completely understand executives' experience of coaching. Significant findings relate to how coaches unwittingly helped executives transform into postmodern leaders through rites, rituals and play. Durkheim's concept of sacred and profane provides the seminal lens to explore executive coaching as an induction rite. Coffman then provides perspective on executive coaching as an impression management ritual. Finally, application of Gadamer's theories of intersubjectivity and play help identify distinguishing characteristics of three executives who appeared more "other" oriented (as opposed to self-oriented) than

the rest of the participants. With concepts from Hochschild, the analysis traces executive progress through three phases of emotional work. Executive coaching that fails to improve clients' effectiveness in social interactions misses the mark; yet social theory's influence on coaching theory and practice remains all but absent. This study adds new perspective to the coaching literature by complementing transformational learning with a social constructionist lens in order to arrive at a more complete picture of executive experiences. Lack of studies involving both members of coaching dyads and scant application of social theory create major implications for the field of executive coaching. The findings of this work suggest an imperative for coach researchers, educators, and coaches to examine assumptions and become more aware of blind spots. Individual client transformations offer only half of the story. Executives must become more effective in their interactions with others. Only by acknowledging issues such as those uncovered here can executive coaching be fully successful.

Thesis, empirical, qualitative.

Lewis-Duarte, Melissa (2009). Executive coaching: A study of coaches' use of influence tactics. Thesis. The Claremont Graduate University, California. ProQuest Dissertations and Theses.

Executive coaching is commonly utilized in organizations to facilitate the personal and professional growth of executives. It is argued that executive coaches utilize proactive influence tactics to create behavioral change in their clients. No known study has linked these tactics with executive coaching behaviors. Predictions were made regarding the influence tactic outcome, timing, and objective. Members of 10 organizations affiliated with executive coaching were targeted for participation. A total of 201 diverse participants started the online survey and 110 participants completed it. In addition, 22 executive coaches participated in a semi-structured interview. Of the 33 hypotheses tested, 15 were statistically supported. In regards to outcome, coalition tactics, consultation, inspirational appeals, and rational persuasion were more frequently associated with commitment. In terms of timing, consultation was more frequently utilized during initial influence attempts, whereas pressure was more frequently utilized during follow-up attempts. Data also revealed that inspirational appeals and apprising were more frequently used during initial influence attempts, and coalition tactics were more frequently used during follow-up attempts. In terms of influence tactic objective, executive coaches used apprising, coalition tactics, consultation, inspirational appeals, rational persuasion, and pressure to change behavior. When the objective was to assign work, coaches used collaboration and ingratiation. Legitimizing tactics were utilized frequently when the objective was to both assign work and change behavior. Since some participants indicated the term 'influence' was a source of contention, follow-up interviews were conducted. The results suggest that influence does play a role in executive coaching, but to varying degrees. Coaches commonly described their behaviors as asking questions, offering information, listening, and setting and monitoring goals. Coaches described their engagements as consisting of up to five phases: (1) rapport building, (2) objectives, goal setting and contracting, (3) assessment, (4) coaching and monitoring results, and (5) long-term transition. Commitment was the most common outcome of their engagements. This is one of the few empirical studies on how coaches influence the behavior of their clients with influence tactics. Results offer insights into executive coaching engagements, how coaches perceive their behavior, areas for developing coaches, and techniques for creating successful outcomes with clients.

Thesis, empirical, quantitative and qualitative.

Rosoy, Geir K. (2009). Designing a computer assisted collaboration tool: The journey from design to implementation. Master of Science in Management Information Systems, Thesis, University of Nebraska at Omaha, Nebraska. ProQuest Dissertations and Theses.

Meetings have increasingly been scrutinized for being inefficient and not bringing the intended results to the participants. At the executive level where meetings are proportionally of higher importance, in regards to both time and strategic merit, these inefficiencies are costing corporations money. If all middle and executive managers spend a high proportion (60-80%) in meetings and then waste half their time on unproductive meetings - close to half their work-time (salary) are used on waste. These problems could be solved, or strongly improved upon, by implementing a facilitator to lead the meetings. The problem of facilitation is that it is a difficult to find trained facilitators. These skills (or techniques) are currently not promoted in most college curriculums and the majority of managers are not comfortable leading a group. Even those skilled in public speaking can often be overwhelmed and frustrated when several issues have to be reviewed and discussed during a meeting. The easy way out is to decide for the members or quickly adopt the first feasible solution (satisfizing or bounded rationality). To assist facilitators develop good procedures in pursuing group consensus, one solution is to develop a computer assisted collaboration tool that will (1) assist the novice facilitator in developing a collaboration script that will assist in the development of a process that will bring the group through the collaborative process, and finally - reach consensus, (2) can develop the meeting agenda as well as teaching collaboration engineering topics/tools along the way (informative and what-if analysis), and finally (3) integrate its recommendations into a process that is similar to the facilitation sequence used by a well developed GSS system (in this case - Group Systems). The challenge to developing this tool is to both assist in a dynamic and objective way as we realize that human coaching will still be the main teaching tool due to collaboration's dynamic nature.

Thesis, conceptual.

Scriffignano, Rosanne S. (2009). Examining the influence of goal orientation on leaders' professional development during executive coaching engagements. Thesis. Northcentral University, Arizona. ProQuest Dissertations and Theses.

Goal-orientation research exists in a variety of academic, athletic, and organizational settings. Research in organizational settings has previously focused on the impact of goal orientation on diverse constructs such as goal setting, sales performance, and training. The current quantitative study addressed a gap in the research by focusing on the relationship between goal orientation and leaders' level of professional development during executive coaching engagements. The study's participants were 110 leaders from a U.S.-based corporation who represented diverse professional specialties, including human resources, information technology, operations, finance, sales, legal, and client services. This study's results revealed that learning goal orientation was associated with the level of professional development during executive coaching engagements. However, performance goal orientation was not associated with the level of professional development. Most of the leaders were identified as predominantly learning goal-oriented; none were identified as predominantly performance goal-oriented. This finding might be attributable to the fact that learning goal-oriented individuals seek opportunities to improve their abilities and skills, and executive coaching is a viable approach for enhancing leadership skills within organizations. Research is now needed to determine if other factors (such as professional-development focus area, preconceptions about coaching effectiveness, and coaches' training, methodology, and tools) can further influence the relationship between goal orientation and the level of leaders' professional development during coaching engagements.

Thesis, empirical, quantitative.

Walker-Fraser, Alison (2009). The perceptions of human resource professionals on the relationship of executive coaching to organizational performance. Thesis. University of Phoenix, Arizona. ProQuest Dissertations and Theses.

While the rapid growth of executive coaching may be interpreted as evidence of coaching effectiveness, the relationship between executive coaching and organizational performance is not clearly evidenced. How human resource professionals construct their reality of the executive coaching-organizational relationship and what discourses are present in this construction process, help to make more visible the phenomenon of the executive coaching-organization performance. The findings, according to the beliefs and observations of 17 human resource professionals, indicated executive coaching was an effective contributor to organizational performance. The results of the qualitative, phenomenological research study may provide guidance to human resource professionals, poised to advance a coaching culture that benefits organization performance and leadership development.

Thesis, empirical, qualitative.

2008

n = 20

Adeleye-Olusae, Adelana Gbolade (2008). Impact of coaching experience on Christian ministers. Thesis. Providence College and Seminary, Canada. ProQuest Dissertations and Theses.

The thesis of this dissertation is that ministers that have received coaching perceive life coaching process and relationship as distinct from that of counselling, mentoring, discipleship and consulting; ministers that have been coached or are being coached find their coaching experience to be positive and significant in pursuing fulfillment of their potential in life and ministry; and life coaching has not been fully incorporated into ministerial and leadership development program for Christian ministers in Western Ontario and Manitoba and Northwestern Ontario Districts of PAOC Districts. The literary review surveyed literature concerning coaching, counselling/therapy, discipleship, mentoring and consulting in both corporate workplace and Christian ministry. The critical literature review of executive coaching in the corporate workplace was done. The field research data was collected through telephone interviews of respondents using a question set. Some of the respondents responded to the question set in writing. The findings from the interview were used to sustain the three hypotheses stated above.

Thesis, empirical, qualitative.

Akrivou, Kleio (2008). Differentiation and integration in adult development: The influence of self complexity and integrative learning on self integration. Thesis. Case Western Reserve University, Ohio. ProQuest Dissertations and Theses.

This study explores the relationship between self-integration, self-complexity, and integrative learning. Drawing from constructivist adult ego development theorists (Kegan, 1994; Loevinger, 1976; 1988; Lahey et al. 1988; Perry, 1999; Piaget, 1962; Rogers, 1951) the definition of self-integration emphasizes a person's transformation in epistemology and meaning making, underlying both psycho-social and cognitive maturation. Building on post-conventional constructivist adult ego development theory (Cook-

Greuter, 1999; Johnson, 2000; Kegan, 1994; Lahey, 1986) this is one of the first empirical explorations of self-integration, operationally defined as two variables, capturing a conventional and a post-conventional component. Important work in this area has been theoretical. Self-integration is operationalized as (1) self-ideal congruence, as measured by Higgins (1985; 1987) and as defined in intentional change theory (Boyatzis and Akrivou, 2006), and (2) self-integrating process, as captured by a newly developed direct response measure based on post-conventional constructivist theory. Self-complexity is operationally defined as the numbers of self-aspects that a person utilizes to represent his/her self internally (Linville, 1987). Integrative learning is measured as adaptive flexibility, the ability for systematic variability in a person's response to different environmental needs (Kolb, 1984). Based on quantitative research methods, overall findings from data collected from 198 adults in management and professional roles confirmed the hypotheses that self complexity is positively related to both measures of integration (self-ideal congruence and self-integrating process), and integrative learning is positively related to the second measure of integration. Age, a control, is positively related to the second measure of integration. Findings support operationalization of self-integration as two distinct variables, being - to my knowledge - the first empirical testing of relevant postconventional ego development theory. This study adds to theories on constructivist adult development (Cook-Greuter, 1999; Kegan, 1994; Lahey, 1986; Lahey et al. 1988; Loevinger, 1976; 1988; Perry, 1999; Piaget, 1962; Rogers, 1951, 1961), self-concept structure (Campbell et al., 2003; Higgins, 1987; Linville, 1985; 1987), experiential learning (Kolb, 1984) and intentional change (Boyatzis, 2006) theories. It adds to theory of leadership, professional and personal development. This study informs applications in organizational practice that aiming in integrating the individual and the organization (Argyris, 1964; Doherty et al., 2007) leadership development and executive coaching.

Thesis, empirical, quantitative.

Avella, John L. (2008). Testing a training process to increase the emotional functioning of restaurant customer service providers. Thesis. Teachers College, Columbia University, New York. ProQuest Dissertations and Theses.

The purpose of this study was to examine and assess the effect of a training process, developed by the researcher and previously implemented in five companies, to increase emotional functioning in restaurant customer service providers in ways that were hypothesized to help them connect emotionally with the guest in positive ways. This in turn was expected to contribute to guest loyalty, a strong competitive advantage. For this study, the participants were given the BarOn EQi 360 pre- and post-training as well as other behavioral measures such as: pre- and post-training critical incident surveys, pre- and post-training job observation checklists, workshop evaluation questionnaires, manager and participant interviews, and observer and researcher notes. The training process involved EQi confidential feedback; pre-training, and participation in the following workshops: goal setting, empathy and empathic listening, stress tolerance, impulse control, assertiveness, conflict resolution, and connecting to the guest. Personal coaching by the researcher helped the participants develop meaningful goals for behavior change. The transfer of learning conditions was almost ideal because all managers and executives of the company had completed the training and were committed to the study's success. The results of the test revealed significant findings. As a group, the participants had statistically significant increases in 6 of the 15 BarOn EQi subscales. As for individual increases on the EQi, the largest increase was 15 and the smallest increase was 2, with an average of 8. These increases were supported by the data obtained from other data sources. Other findings of interest were: the EQi results were perceived as credible and created a discontinuity that drove high engagement in the training; and the facilitator played a major role in helping participants understand

their needs, suggesting learning activities and goals to support their learning efforts, and praising their achievements. The largest increases came from participants who had strong manager support and coaching. Lastly, the transfer environment encouraged participants to practice the new skills without any obstacles.

Thesis, empirical, quantitative.

Benavides, Lily (2008). The relationship between executive coaching and organizational performance of female executives as a predictor for organizational success. Thesis. University of San Francisco, California. ProQuest Dissertations and Theses.

The demand for senior executive leaders continues to increase, and outweighs the ready supply of candidates. This critical gap occurs as these seasoned, executive leaders depart corporate life, and take with them years of institutional knowledge, organizational experience and cultural values, the lack of which may cripple an organization's future growth, stability and sustainability. This study sought to fill the leadership gap by providing a two-pronged solution: one, a particular focus on the leadership development of women through the specific use of executive coaching; and measuring the impact of this leadership development modality on their organizational performance. Prior research has demonstrated that a singular focus on developing females lead to improvements in organizational performance, as measured in financial outcomes, explaining the deliberate concentration on female executives. The Executive Coaching Effectiveness Survey was designed for this mixed methods study. The independent variable was executive coaching; dependent variables were the outcomes of executive coaching, at two levels: organizational performance and personal performance. The items measured the impact of executive coaching on organizational performance; job behavior; business areas impacted; new knowledge, skills or increased abilities learned, and the extent of resultant promotion opportunities. A total of 28 female executives completed the study. Reliability analysis, utilizing Cronbach's alphas, indicated that the Organizational Performance (.95%), Job Behavior (.80%), and Learnings (.95%) subscales of the Executive Coaching Effectiveness Survey, were highly reliable. Executive coaching contributed to the organizational performance of female executives in several ways: their ability to execute, develop teams, promote teamwork, boost productivity, and enhance their team's ability to contribute value to the organization, improved. Further, executive coaching increased their individual effectiveness by improving their ability to identify specific goals; improved focus on producing results; increased effectiveness in active listening skills; increased self-confidence; and aligning individuals with organizational goals. Support for gender inclusion is warranted by the findings of this research study. This analysis demonstrated justification for the identification, development and promotion of the female executive; provided evidence of the efficacy of executive coaching; and added to the growing body of evidence which promotes the measurement of leadership development programs at the organizational level.

Thesis, empirical, quantitative.

Compton, David S. (2008). High Reliability Leadership: Developing executive leaders for High Reliability Organizations. School of Business, Thesis, The George Washington University, District of Columbia. ProQuest Dissertations and Theses.

The purpose of this study is to understand how executive leaders for High-Reliability Organizations (HROs) develop. The study was based on interviews with 33 executive leaders from 16 different HRO contexts. Based on the participant interviews, a High Reliability Leadership Model was developed, capturing the leadership elements and attributes needed to be effective in HRO contexts. The model

includes 26 specific attributes in 4 areas: (1) self-management, (2) technical competence, (3) leading people, and (4) leading organization. The study also identifies the model attributes that are most strongly supported. Meaningful development events were identified by participants and key lessons were identified in terms of the leadership model attributes. The most significant developmental experiences were work-related experiences and assignments (73 percent), followed by other people (14 percent), education and training (6 percent), and personal hardships (6 percent). Within the grouping of work-related experiences and assignments, seven different types of developmental experiences were identified: early work experiences, major career turning points, operational mishaps, personal challenges and hardships, early leadership experiences, task forces, and major organizational challenges. The typical lessons learned for each type of developmental experience was identified. Each experience offers different types of lessons. The study also describes participant experiences related to developing future leaders for HROs. To develop future leaders, a combination of work assignments and experiences, mentoring and coaching, and training and education is needed. The study also describes advice from the study participants for future leaders. The High Reliability Leadership Model was compared to similar models for general executives and global executives and found to be similar, with one significant exception in the area of technical competence. To effectively develop executive leaders in HRO contexts, attention must be devoted to both the technically-focused elements (general technical competence), as well as the leadership elements (self-management, leading people, and leading organizations). A roadmap for HROs to develop future leaders is provided, reflecting the experiences of study participants. A roadmap for individuals who want to develop into future HRO leaders is also provided, reflecting advice from study participants. Recommendations for future studies are also provided.

Thesis, empirical, qualitative.

Ellzey, Max David (2008). A study of the impact on Christian CEOs who participate in a Christian executive accountability group. Graduate School of Education and Psychology, Thesis, Pepperdine University, California. ProQuest Dissertations and Theses.

This research studied the impact of membership on CEOs who participate in a Christian accountability group. The group studied was the C12 Group, LLC. The C12 Group is an organization with over 400 Christian CEO members who meet together in small groups, each comprised of no more than 12 people per group. CEOs need balance in their lives. Among Christian CEOs this need is often enhanced as many struggle to apply Biblical principles to their work. The goals of the C12 Group are to encourage and equip Christian business owners and CEOs to build successful lives, both personally and in business. Christian CEOs who participate in the C12 Group program were surveyed to better understand the impact the program has on them personally and professionally. A survey measured 10 specific categories of success as related to the seven major components of the C12 Group program. 100% of all respondents said that their participation in the C12 Group program has produced success in their business, professional, and personal lives. This study validates the success of CEO accountability groups. Peer-to-peer coaching and executive roundtable forums play a part in the success of CEO participants. All evaluated categories addressed showed high levels of success, including (a) business profitability, (b) revenue growth, (c) culture within the organization, (d) leadership development, (e) learning and application of new skills and technologies, (f) personal spiritual growth, (g) spiritual growth of the organization, (h) personal happiness, (i) family, and (j) better decision-making. These areas studied provide a holistic framework for the CEO striving to succeed professionally and personally. Their investment in C12 has been rewarded professionally, financially, spiritually, and personally. Their level of personal happiness, family dynamics,

and the spiritual growth has been positively impacted. The components working synergistically provide a high degree of significant impact on the CEOs. This research revealed that the C12 Group program model works and accomplishes its goal of encouraging and equipping Christian CEOs. Any CEO can feel confident based on the results of this study that a choice made to participate in the C12 Group is a good and statistically validated one.

Thesis, empirical, quantitative.

Gettman, Hilary J. (2008). Executive coaching as a developmental experience: A framework and measure of coaching dimensions. Thesis. University of Maryland, Maryland. ProQuest Dissertations and Theses.

The widespread and rapidly growing practice of executive coaching (Berglas, 2002) has evolved as a practice outside of the context of any academic discipline. While the literature on executive coaching is voluminous, there has been no attempt to systematically outline and operationalize the important dimensions of coaching practice. This lack of empirical foundation has made it difficult assess coaching in any meaningful way, for example, to determine what aspects of coaching are critical to effectiveness, or if it is even effective at all. In order to begin to fill this gap in the research, I sought to understand the important dimensions of executive coaching. To this end I reviewed the literature on coaching, and relevant research literatures, to get a better understanding of what coaches likely do to promote development, to develop a more grounded conceptualization of the dimensions of executive coaching, and to begin exploring the theoretical bases for these dimensions. I proposed six dimensions of coaching activities: assessment, challenge, emotional support, tactical support, motivational reinforcement and promoting a learning orientation. Second, I operationalized these dimensions by creating items based on the literatures reviewed, as well as input from subject matter experts, and based upon my own expertise. Finally, I administered the scales to 188 coaches and 32 executives, and evaluated the scales for their structure, reliability and validity. In the resulting factor structure, four of the dimensions were found as proposed, but challenge split into three factors and tactical support into two factors, resulting in nine dimensions of coaching activities, with reliabilities ranging from .75 to .91, averaging .84. Finally, some analyses of convergent, divergent and criterion-related validity of the dimensions were conducted, resulting in some preliminary indications of the construct validity of three of the scales, and providing information of where future validation work should be done. Interestingly, levels of engagement in seven of the dimensions varied meaningfully and predictably amongst coaches according to their education and training, which could have widespread implications for coaching selection and training. The resulting dimensions and measures open the door to further study of coaching, advancing both research and practice.

Thesis, empirical, quantitative.

Gonzalez, David W. (2008). Executive coaching effectiveness: The coachee's experience. School of Education, Thesis, Capella University, Minnesota. ProQuest Dissertations and Theses.

For most organizations today, executive coaching serves as a common and widely employed leadership development and organizational performance improvement solution. The literature shows signs that executive coaching produces positive outcomes, yet far less is known about how these positive outcomes are produced, and in particular, little is known from the coachee's perspective. This study organized what is known to date, as represented in the scholarly literature, about the multitude of constructs that have been reported to lead to effective executive coaching experiences, from the coachee's perspective. These known constructs for executive coaching effectiveness were used as the basis for the creation of this

study's survey. The results of this quantitative study represent the voice of 171 coachees and indicated that effectiveness in executive coaching is the shared responsibility between the executive coach, the coachee, and the context (the coachee's organization). This study presents the top seven most commonly cited constructs, per construct area (coach, coachee, and organization/contextual), necessary for effectiveness in executive coaching. These top constructs are organized, by construct area, and represented visually in the Executive Coaching Effectiveness Taxonomy. Study results detected statistically significant differences among female and male executive preferences across several executive coaching constructs. This data suggests a continued need for research to better understand the developmental needs between female and male executives. Most importantly, it calls for tailored executive coaching initiatives to meet the specific developmental needs of female executives.

Thesis, empirical, quantitative.

Hale, David P. (2008). Development of a validated core competency skill set for executive coaches. Thesis. Northcentral University, Arizona. ProQuest Dissertations and Theses.

The purpose of this study was to determine if superior level executive coaches used the same techniques, skills, and protocol stages, analyze the collected data, and develop a validated competency skill set for executive coaches. The current literature fails to identify a validated core competency skill set for executive coaching as a means of prioritizing techniques and streamlining protocols (Brotman et al., 1998; Kampa-Kokesh & Anderson, 2001; Wasylshyn, 2003). A Modified Delphi Forecasting method integrating a mixed-method design was used with a superior practitioner panel (n = 40) who validated 69 executive coaching skills, techniques, and protocol stages. The data resulted in an 11-item executive coaching core competency skills set cluster; impact and influence, developing others, interpersonal understanding, self-confidence, self-control, professional expertise, customer service orientation, conceptual thinking, flexibility, and directness/ assertiveness, with an overall consensus of 98.5 percent. Additionally, a 13-stage protocol evolved and was validated. Stages included the following: coaching contract, prepare for session, ensure client buy-in and agreement, preliminary interview, develop rapport, develop trust and confidentiality, identify coachable issue, meet with supervisor, monitor client's progress, assessment, feedback, joint goal setting, and co-develop action plan.

Thesis, empirical, quantitative and qualitative.

Hymes, Amy J. (2008). Leadership development: A case study exploring the coaching needs of emerging leaders. School of Psychology, Thesis, Capella University, Minnesota. ProQuest Dissertations and Theses.

With corporate leadership largely in the hands of aging baby boomers, the urgent need for corporate America to develop the next generation of leaders is beginning to become a priority within organizations. This study explored leadership development and examined the perceived best practices and leadership development needs of 10 emerging high-potential middle managers within information technology organizations in the Washington, DC, metropolitan area. The goal of the study was to assess what this particular group of emerging leaders reported to be their coaching needs at this time. The research utilized a descriptive case study mix design utilizing in-depth individual interviews and the Kouzes and Posner Leadership Practices Inventory (LPI) self-assessment. This study will add to the leadership development literature by providing a resource of knowledge about the coaching needs of the emerging leader population, which should build upon the executive coaching body of knowledge. Key findings demonstrated a need for coaching in three major areas: challenging the process and working in ambiguity, modeling effective leadership behaviors, and mastering emotional intelligence skills. The results of this

study should be of theoretical use to consulting psychology researchers as well as practical use to industrial-organizational psychologists and other leadership development practitioners responsible for leadership development and succession planning strategies.

Thesis, empirical, qualitative.

Kappenberg, Erin Setsuko (2008). A model of executive coaching: Key factors in coaching success. Thesis. The Claremont Graduate University, California. ProQuest Dissertations and Theses.

Executive coaching is a relatively new leadership development intervention that continues to gain in popularity. Thus far, most empirical research on coaching has examined the effectiveness of interventions, but it remains unclear what components of coaching lead to desired outcomes. The current study develops a model of coaching that identifies factors that are key to success. Development of the conceptual model was based on a comprehensive literature review and in-depth interviews with eight seasoned coaches. Interviews were coded to identify themes mentioned most frequently and consistently. Based on both the interviews and literature review, the following themes emerged: Client Engagement, Organizational Support, Coaching Practices, and Trust. Phase Two of the study tested the model more broadly. A group of 36 executive coaches were asked to recall both a highly successful and highly unsuccessful coaching engagement. Following each, they rated the extent to which the four dimensions were present during the coaching process. The findings supported the four-factor model of coaching effectiveness. Client Engagement, defined as the client's intrinsic motivation and willingness to be effortful throughout coaching, appeared to be the most critical component. Organizational Support and Coaching Practices were also found to be important. Organizational Support described the need for the client's environment to accept and support the coaching efforts. Coaching Practices described skills fundamental to the coach (e.g., goal-setting, providing feedback, follow-up). Finally, Trust, anticipated to be a strong predictor of coaching success, was found to be a significant but weaker predictor of outcome. The empirically supported model has several implications for organizations, coaches, and researchers alike. Organizations should determine the readiness for coaching on the part of the potential client as well as the organization. Coaches too need to complete the same "readiness" assessment and be prepared to address any issues that may arise. Additionally, coaches need to monitor the quality of the coaching relationship (e.g., client trust). Conversely, coaching programs need to provide not only basic coaching skills training, but also techniques to identify and address issues related to client relationship building, client engagement, and how to successfully involve an organization in the coaching process.

Thesis, empirical, quantitative and qualitative.

Kress, Dionne M. (2008). A phenomenological study exploring executive coaching: Understanding perceptions of self-awareness and leadership behavior changes. Thesis. University of Phoenix, Arizona. ProQuest Dissertations and Theses.

This hermeneutic phenomenological study explored how executive leaders experienced executive coaching programs and how interpretations of self-awareness contributed to the leadership abilities of leaders within organizations across the United States. Twenty participants were selected using criterion and snowball sampling and engaged in-depth interviews. Each interview was transcribed and data was analyzed using NVivo7 software. Four themes emerged. The themes centered on executive coaching experiences, meaning of self-awareness, changed leadership behaviors, and opinions about coaching; leading to the essence of the experience of the phenomenon. The implication for leadership was executive coaching experiences change perceived levels of self-awareness contributing to leadership

behavior changes. Selected recommendations include quantitative study with a different population and a longitudinal study measuring sustainability of change.

Thesis, empirical, qualitative.

Morgan, Adrienne T. Aiken (2008). Effects of improved physical fitness on cognitive/psychological functioning in community-dwelling, sedentary middle-aged and older adults. Thesis. University of Florida, Florida. ProQuest Dissertations and Theses.

A growing corpus of research suggests that physical exercise can improve cognition, particularly executive functioning, in older adults. However, limitations of existing research have included (a) insufficient attention to the recruitment of sedentary older adults (who would most likely benefit from exercise interventions); (b) insufficient guidance in test selection drawing on neuropsychological theory and practice; and (c) failure to elucidate the multiple pathways or components of exercise effects on cognition. The current study sought to better clarify these routes to cognitive improvement via (a) assessment of both potential physical fitness and psychosocial mediators of exercise effects on cognition, and (b) inclusion of a control group that received a comparable psychoeducational intervention, matched in study contact hours and study-related non-exercise activities, but which did not receive a physical exercise enhancement intervention. Two randomized groups of 35 (control) and 34 (intervention) adults aged 50 years and older were recruited from the Gainesville/Alachua County, Florida region. Both groups underwent pre- and post-intervention cognitive, fitness, and psychosocial/socioemotional assessment. The exercise promotion intervention group received 16 weeks of intervention (health and fitness education, weekly peer motivational coaching and group support, etc.) in small groups with a peer mentor, while a control/comparison group received 16 weeks of "health hygiene" instruction, consisting of 16 weeks of education about general health conditions in aging (also in small groups with a peer mentor). Repeated-measures MANOVA indicated no significant between-subjects effect of the intervention ($p > .05$). There were multivariate within-subjects effects for occasion; however, there were no study group-by-occasion interaction effects. Follow-up univariate analyses revealed within-subjects effects for 9 cognitive variables. There was a modest study group-by-occasion interaction on the COWA test, with intervention group participants improving significantly more across testing occasions. Next, exploratory age group analyses revealed significant multivariate between-subjects effects of age on executive measures only. Follow-up univariate analyses demonstrated age group effects for 4 cognitive variables. For each cognitive measure, younger participants performed significantly better than their older counterparts. In addition, there were study group-by-occasion interaction effects that suggested younger control participants performed better on the One-Back Mean RT SD task, while older intervention group participants performed significantly better on LM Delayed Recall. A three-way interaction suggested that younger intervention group participants improved significantly more over time than younger controls and older participants on the Trails B test. Finally, there was modest, but inconsistent, evidence for correlated change between cognitive, physical fitness/activity, and psychosocial variables. These findings lend some support to the previous literature suggesting the benefits of physical fitness/exercise improvements on cognitive function and the frontal aging hypothesis (West, 1996; Zimmerman et al., 2006). Future research should explore the benefits of physical and cognitive interventions in diverse samples of middle-aged and older individuals. Future studies should also explore the use of alternate cognitive and physical fitness assessment tools in elucidating the cognition-fitness relationship.

Thesis, empirical, quantitative.

McKelley, Ryan Andrew (2008). The effect of practitioner title and gender socialization on men's attitudes, stigma, and preferences for seeking help. Thesis. The University of Texas at Austin, Texas. ProQuest Dissertations and Theses.

Men's underutilization of mental health services continues to be one of the most consistent findings in the help-seeking literature. Many scholars suggest that the culture of therapy may be at odds with masculine socialization and men who might be most in need of help are not seeking or receiving it. Interestingly, this aversion to seeking help is not reflected in the recent growth in the practice of executive coaching. However, no studies have investigated coaching as an alternative treatment option. The purpose of this study was to explore men's attitudes and preferences about seeking professional help based on practitioner title (psychologist or executive coach), examine the stigma of seeking professional help based on intervention (therapy or executive coaching), and provide additional data on barriers to seeking help. It was hypothesized that men's conformity to masculine norms would be related to attitudes, stigma, and preferences for seeking help in several important ways. First, most men would have more positive attitudes toward seeking help from executive coaching than therapy. Second, differences in attitudes would be most pronounced for more "traditional" men. Third, executive coaching was expected to be less stigmatizing than therapy. Finally, although men might view a psychologist as more expert and trustworthy, coaching would be a more attractive treatment option. Two-hundred-nine working adult men in the U.S. participated in the online study. After filling out demographic information and assessing their conformity to masculine norms and help-seeking attitudes, participants chose one of three audio vignettes depicting a man getting professional help for a work concern. Afterwards, their attitudes toward seeking help, evaluations of the session, and ratings of stigma for the vignette character were collected. Participants also listed reasons for and against seeking professional help. Results indicate that men in the study had similar help-seeking attitudes for therapy and executive coaching; however, conformity to masculine norms predicted stigma for seeking help, and therapy was viewed as the more stigmatizing intervention. Several interesting themes around reasons for and against seeking help for both modalities also emerged. Implications of the study, as well as limitations and directions for future research, are discussed.

Thesis, empirical, quantitative.

Meneghetti, Milena Zulema M. (2008). Managerial and executive coaching: A phenomenological inquiry of the experience of being coached. Thesis. University of Calgary, Canada. ProQuest Dissertations and Theses.

This research used a phenomenological method to understand how executives experience the process of being coached. The study provides the first rich Canadian description of the experience of being coached available in the academic literature. Six Caucasian executives (males and females) employed in six different organizations representing various organization-types, participated in an in-depth, unstructured, phenomenological interview. The results of this research show that the coachee experiences seven essential elements as they undergo coaching: (a) Embarking on the Coaching Relationship, (b) Co-creating the Coaching Relationship, (c) Learning to be Coached, (d) Healing Ruptures, (e) Valuing What the Coach Offers, (f) Experiencing the Impact, and (g) Deciding on the Future of the Relationship. A composite description of the experience of being coached is provided which also details the twenty nine related meaning units that were uncovered. This is followed by a discussion of the limitations, implications and applications of the research, and future research recommendations.

Thesis, empirical, qualitative.

Newsom, Glenn (2008). A work behavior analysis of executive coaches. School of Education, Thesis, University of North Carolina at Greensboro, North Carolina. ProQuest Dissertations and Theses.

The term "executive coaching" recently has come into counseling parlance and is used to describe an intervention or set of interventions offered by a professional, the executive coach, to a managerial or executive client (Douglas & Moorely, 2000; Hart, 2002). Executive coaching has been defined and described in varied ways, but generally it is a one-on-one, confidential relationship designed to help the client improve job performance and develop professionally (Joo, 2005; Sherman & Freas, 2004; Whitherspoon & White, 1998). Because the description of executive coaching is reflective of counseling in multiple ways, comparisons of the disciplines are occurring. Executive coaching as a stand alone field is in its infancy, and although the attention to executive coaching among businesses, training professionals, psychologists, and counselors is at an all-time high, few empirical studies exist that examine the professionals involved in executive coaching, the skills and competencies required to perform executive coaching, the process of executive coaching, or the impact of coaching on individuals and organizations who receive the service (Feldman & Lankau, 2005; Joo, 2005). Likewise, the scientific lens is just beginning to be focused on executive coaching as it relates specifically to counseling, and considerable research is needed. It was within this environment that the current study was conceptualized. As a first step in clarifying the relationship between counseling and coaching, this study was conducted to establish an understanding of the work behaviors of executive coaches, and to determine the frequency and importance of the work behaviors used by executive coaches in their work, and to determine the extent to which known counseling work behaviors are used by executive coaches. In addition, this study was designed to examine the relationship of specific demographic variables (i.e., gender, educational background, professional work experience, and coaching experience) with participants' ratings of the frequency in which they engage in coaching work behaviors and the importance of such behaviors. Results indicate that counseling work behaviors are among the existing set of coaching work behaviors, and that a coaches' background affects how they engage in the executive coaching process. In addition, results provide data that could inform how counselors interested in the coaching field may transfer their counseling skills to the coaching enterprise and indicate what additional skills counselors need to obtain to be effective coaches.

Thesis, empirical, quantitative.

Ozkan, Esra (2008). Executive coaching: Crafting a versatile self in corporate America. Massachusetts Institute of Technology, Thesis, Massachusetts. ProQuest Dissertations and Theses.

In recent years, coaching has become a major form of personal and professional development service offered to executives to help develop leadership skills, enhance performance, and remediate patterns of problematic workplace behavior. This dissertation examines the emergence and development of executive coaching in the United States as a new form of professional expertise. Drawing on eighteen months of ethnographic research, the majority of which took place in New York City, this study analyzes the ways in which executive coaching brings together theories of individual psychology and of organizational efficiency in order to increase functionality and productivity at work. Executive coaching is: (a) a new form of professional expertise, (b) a management tool to increase productivity and efficiency at work, (c) a window to changing notions of the self and personhood in America and, finally (d) an access point to the corporate world. This study explores these four dimensions of executive coaching. I argue that the emergence of coaching is a product of and a response to a fast changing business environment where continuous improvement is required to adapt to the volatility of changes. Change in the larger context (corporate

settings and business environments) is not to be resisted or criticized but to be enabled through the change of the self. This dissertation illustrates and explains the grounds of a shift away from systemic approaches and systemic criticism towards individualistic approaches. Coaching emerges in and becomes an illustration of a neo-liberal economy that emphasizes constant retraining of a self that is versatile, pragmatic and fragmented.

Thesis, empirical, qualitative.

Pederzani, Courtney Day (2008). Evidence based practice in executive coaching: A guide for the practitioner. Thesis. Institute for Graduate Clinical Psychology, Widener University, Pennsylvania. ProQuest Dissertations and Theses.

The increasing popularity of executive coaching is well documented in the literature, as are the struggles to define the field, relevant standards of competence, and guidelines for practice. The current article supports assertions that clinical psychologists, by virtue of their basic training, are well equipped to define and participate in executive coaching. In particular, grounding in empirically based practice (EBP) is a professional strength. The article concludes with a template for use by professionals in the field; it is designed to help psychologists working as coaches to (1) perform in accordance with best practice as it is currently defined and (2) document their coaching engagements in a more structured way that will help to fill gaps in the current knowledge base for executive coaching. The template may also aid organizations in identifying competent executive coaches. A fictional case application is also included.

Thesis, conceptual.

Stadler, Anita G. (2008). Leadership development by divine design: An exploration of Christian leadership emergence theory in the corporate context. Thesis. Regent University, Virginia. ProQuest Dissertations and Theses.

Leadership emergence theory is a theory of Christian leadership development that has guided leaders in ministry for more than 20 years (Clinton, J. R., 2005). Over 3,000 case studies have demonstrated the applicability of leadership emergence theory for Christian leaders from numerous cultures across the globe, but always within the context of Christian ministries or service organizations. This study explored whether leadership emergence theory is applicable for Christian leaders who hold leadership roles in secular corporations. A qualitative, multiple-case study of five Christian leaders who have attained positions within three levels of CEO in large corporations sought to determine (a) whether or not these leaders have been shaped by the types of developmental experiences identified in leadership emergence theory, (b) whether or not they are aware of the importance of their response to these experiences for their development, (c) whether or not they have changed their views of past events as the passage of time has enabled clearer insight, and (d) whether or not exposure to the concepts of leadership emergence theory would open them to deeper development as a leader. Cross-case analysis confirmed that leadership emergence theory is applicable for Christian leaders who work in the corporate context with one key condition. The study revealed that an additional context, the mindset of the leader, may be as important as the external context of the workplace in determining the applicability of leadership emergence theory for an individual leader. The context in which leadership occurs has seldom been the primary focus of research on leadership (Porter & McLaughlin, 2006), which increases the importance of this study since it explored the applicability of a theory of leadership development in a different context than the context in which it was originally articulated. In addition, this study contributes to the evidence that Christian leaders who work in the corporate context view their spiritual development as being highly relevant to their

development as leaders. This study provides insight that can be used to broaden corporate leadership development approaches, enhance executive coaching programs, and revitalize succession planning strategies.

Thesis, empirical, qualitative.

Yedreshteyn, Svetlana (2008). A qualitative investigation of the implementation of an internal executive coaching program in a global corporation, grounded in organizational psychology theory. Graduate School of Applied and Professional Psychology, Thesis, Rutgers The State University of New Jersey, New Jersey. ProQuest Dissertations and Theses.

This dissertation is a case study about the implementation of an internal executive coaching program in a global corporation, with the analysis grounded in organizational psychology theory. Interviews were conducted with two program managers, 11 internal executive coaches, and 18 executive coaching clients. The analysis encompassed the following areas: (a) purpose and design of the program; (b) relevant characteristics of the coaches, including how they were trained; (c) roles and functions of the clients who were provided coaching; (d) benefits of coaching, as reported by the clients; and (e) organizational and human factors that appeared to facilitate and limit coaching program implementation. Clients believed that they benefited from the coaching program. In relation to the program, clients reported increased self awareness, utilizing the coach as a professional resource, enhanced visibility in the organization, and improved interpersonal relationships with colleagues, subordinates, and their manager. All three groups interviewed - managers, coaches, clients - agreed that the success of an internal executive coaching program, in terms of implementation and value for clients, is very much dependent on how ready and interested each coaching client is to receive feedback and work with his or her coach to improve behaviors. Additionally, clients reported that being interested in being provided coaching, having a coach follow up and hold them accountable for meeting the agreed-upon goals of the coaching engagement, and developing strong relationships with their coaches was necessary to the success of the coaching. Factors that made the coaching challenging were coaching over the phone, coaching engagements that were too structured and not customized to the needs of clients, and coaches who lacked knowledge about the client's organization. Implications of the interview findings are discussed for the organization, the coaching industry, as well as for the theory and practice of organizational psychology. The underbounded nature of the coaching industry, the lack of support mechanisms for coaching from the organization, as well as the researcher's role as participant observer are also addressed throughout the study.

Thesis, empirical, qualitative.

2007

n = 16

Becker, Sandra Lotz (2007). Learning through executive coaching: An exploration of how clients experience learning. Thesis. The George Washington University, District of Columbia. ProQuest Dissertations and Theses.

This study was conducted to address the limited empirical knowledge about how learning occurs for executive coaching clients. Despite the rapid growth of executive coaching and the increasing volume of publications, very little research exists. This study helps to close the gap by exploring executive coaching through the lens of adult learning and by examining how coached clients experience learning from their

own perspective. Within the context of leadership development, the conceptual framework for this study encompasses two bodies of knowledge: adult learning theory and executive coaching. The intersection of these two constructs represents the focus of this study: how executive coaching clients describe their learning experience(s). Qualitative data were collected from 12 participants during face-to-face interviews. The findings describe in detail the unique aspects of the learning experience. While each coaching client shared his/her unique and personal learning story, key themes emerged in the areas of learning content, learning process, and the role of the executive coach. From the findings, I offer three conclusions reflecting my interpretation of the coaching client's learning experience: (1) In executive coaching, the motivation for learning comes from the client, rather than the coach; and the learning experience is directed by the client. (2) Through reflection and practice, coaching clients make meaning of their experiences and may revise or expand their perspective of a situation or problem, the world, or themselves. (3) The deep, trusting, and mutually respectful coaching relationship supports the client as he/she safely reflects, makes meaning, and take action. Implications are presented in the hopes of improving the practice of executive coaching in organizations. Recommendations for future research follow.

Thesis, empirical, qualitative.

Bowmaster, Richard J. (2007). Professional development and learning tactics of school superintendents. Thesis. University of Virginia, Virginia. ProQuest Dissertations and Theses.

This dissertation is a study of professional development and learning tactics of Virginia school superintendents. It is guided by two research questions: In what types of professional development activities do superintendents participate and what learning tactics do superintendents use when engaging in challenging and unfamiliar work? A 36 item response survey was sent to 134 Division Superintendents with 87 superintendents responding resulting in a 65% participation rate. The survey findings describe the types of professional development activities in which the superintendents participate and include: conferences sponsored by various professional organizations, university coursework, professional development in the use and understanding of data, training on working effectively with School Boards, and executive leadership training. The findings include an analysis of the learning tactics the participants implement and include: relying on a mentor, reading articles and book to gain knowledge, learning by trial and error from new experiences, seeking work performance feedback, and participating in executive coaching. Implications of this study are supported by the work of several prominent researchers in the field of education and include: Wiggins, McTighe, Barth, Fullan, Funk, Reeves, and many others. This study connects the importance of personalizing learning, identifies the roles professional organizations have in creating professional learning communities, reinforces the need for leaders to understand and interpret data, the significance of superintendents being instructional leaders, and the value of executive coaching to help mentor new superintendents. Recommendations for further study and research include: creating support structures for new superintendents, having professional organizations continue to play an active role in helping superintendents enhance their instructional leadership skills, superintendents should continue to be data driven and enhance their abilities to use and understand data. Finally, it is recommended that superintendents complete a business administration course as they serve as the Chief Executive Officer for their Divisions. Superintendents must continue to model life-long learning.

Thesis, empirical, quantitative.

Brantley, Mary Ellen (2007). Executive coaching and deep learning. Thesis. Fielding Graduate University, California. ProQuest Dissertations and Theses.

This dissertation is a study of the relationship between executive coaching, transformational learning, and incorporation of a spiritual perspective into the coaching methodology. The author coached six executives for a minimum of 6 months and then conducted several qualitative interviews to ascertain the level of learning that occurred and whether or not the benefits of coaching were experienced (a) in the workplace; (b) in their personal lives; and (c) in their spiritual lives. The research method employed for this study is collective case study method. As a result of having participated in the coaching, participants reported benefits that affected their business and professional lives, as well as their personal and spiritual lives. In addition, they also experienced deep learning - learning that alters the organization of the Self in such a way that a person makes meaning and consequently makes decisions from a higher level of consciousness. As a result of having conducted this study the researcher makes the following observations: (a) Incorporation of a model that includes a spiritual perspective into an executive coaching engagement benefits the executives in the business environment; (b) incorporation of a spiritually based model into an executive coaching engagement benefits the executive in ways that transcend the business environment; (c) incorporation of a spiritually based executive coaching model fosters transformational learning; and (d) the amount of learning that occurs appears to be directly related to the amount of time I was able to coach them.

Thesis, empirical, qualitative.

Evans, Sarah Frances (2007). Executive coaching competencies and their role in building leadership capacity. Thesis. Royal Roads University, Canada. ProQuest Dissertations and Theses.

This study examines how development of coaching competencies in executive coaches facilitates development of leadership capacity in their clients. The study explores competencies that graduates of the Royal Roads University's certificate in executive coaching develop, and the impacts of these competencies upon clients. The opportunity is for a relatively new program to receive meaningful data on their graduates and to identify and demonstrate how graduates and the program are meeting the needs of today's leaders. A key finding is that the program provides a learning environment conducive to the development of competencies. Additionally, there is an emerging picture of the competencies required for executive coaches in their work with clients, as well as an indication of the potential benefits for clients. The results will assist program leaders in assessing potential program development areas and provide both instructors and practitioners with further understanding of critical competencies required in capacity building.

Thesis, empirical, qualitative.

Fahy, Thomas P. (2007). Executive coaching as an accelerator for whole system organizational change. Thesis. Benedictine University, Illinois. ProQuest Dissertations and Theses.

This dissertation presents the results of an exploratory case study in which a grounded theory approach was used to examine the role that executive coaching with an intact senior leadership team plays in the process of organizational change. The study describes how a whole system approach to executive coaching was combined with a systemic approach to organization development (OD) to contribute to a successful organization culture change initiative in the technology industry. Ten key learnings from the case are presented. Results suggest that executive coaching is a powerful adjunct to organization development (OD) when it is: (1) done with a comprehensive understanding of the strategy, structure, and

cultural dynamics (including the history) of the organization engaged in the change initiative; (2) conducted simultaneously with the most senior executive and the members of the senior leadership team; and (3) a core component of a systemic approach to organizational change. A theoretical model is offered depicting how a whole system approach to executive coaching influences individual, senior leadership team, and organizational learning processes.

Thesis, empirical, qualitative.

Gilmore, Lydia M. (2007). Kennesaw State University's EMBA coaching program: Determining the benefits to students, coaches and the university. School of Education, Thesis, Kennesaw State University, Minnesota. ProQuest Dissertations and Theses.

In the 21st century paradigm, workers throughout business and industry choose balance between work and home over fat paychecks and bonuses. Employees' desires for balance have shortened workdays from twelve to eight hours; however, while at work, the employee is expected to do more in less time. Employees crave feedback and support from individuals with whom they can confess their confusions, mistrusts, concerns, and sins. They need to clear away the baggage that blocks them from working smart. They need a coach. The demand for coaches has grown in response to the increasing needs for change throughout education and business. Stephen Brock of Kennesaw State University's (KSU) EMBA (Executive MBA) program recognized the emerging paradigm of coaching among business professionals and saw an opportunity: teach MBA students about coaching by requiring each student to work with a coach while pursuing his or her education. In 2004, the Kennesaw State EMBA coaching program was launched. Written into the curriculum of this EMBA program is the requirement that all students secure a coach throughout their academic tenure. Now, three years into the coaching program, Brock and his colleagues are curious about what benefits their students and coaches are receiving. This curiosity created a research opportunity to answer the question, "What benefits do students and coaches perceive from their participation in the Kennesaw State EMBA coaching program?" This is a unique study; no literature currently exists on this topic. KSU's coaching program is one of two in the country. Through mixed methodology, using surveys and group interviews, this study examined the responses of KSU students and coaches. The findings revealed benefits for both students and coaches. This study created several opportunities for future research beginning with a replication of the study due to the limitation of the lack of generality to the KSU EMBA coaching program population. Future studies may examine the following questions: What benefits do Kennesaw State University personnel perceive from their participation in the EMBA coaching program, and what is the return on investment (ROI) to Kennesaw State as a result of the EMBA coaching program?

Thesis, empirical, quantitative and qualitative.

Goode, Teresa Mary (2007). A qualitative study of the influence of adult education concepts on best practice executive coaches. Thesis. Teachers College, Columbia University, New York. ProQuest Dissertations and Theses.

This qualitative case study assessed the degree to which selected adult education concepts - critical reflection, experiential learning, and self-directed learning - influence, and are reflected in, the practice of executive coaches. The following assumptions informed this study: (1) the practice of executive coaching has been influenced by the selected adult concepts; (2) executive coaches who are knowledgeable about adult education theory find these concepts helpful to obtaining desired results; (3) coaching is significantly different than traditional helping relationships; (4) knowledge obtained from Best Practice executive

coaches participating in the study will provide information that is transferable to other executive coaches; and (5) Best Practice executive coaches utilize the most sophisticated and effective coaching approaches. The study consisted of a purposeful sample of 20 Best Practice executive coaches who met the following criteria: (1) A minimum of 5 to 10 years of consulting or executive coaching experience in a range of environments from small businesses to large corporations; (2) A Bachelor's degree and Master Coach certification credentialed by the International Coaching Federation, or an advanced degree in business, psychology, organization development or education; and (3) Consulting or coaching experience with a range of clients including mid-level managers, vice-presidents, and senior executives. The primary data sources were: in-depth interviews, critical incident reports, and documentary analysis. The study findings revealed that all participants described in various ways their familiarity with one of more of the adult education concepts under study; however, they applied those concepts in their practice in significantly different ways. Furthermore, the findings revealed that the majority of the participants developed an understanding of the adult education concepts under study largely in informal ways. The principal recommendation resulting from this study is that professional organizations engaged in the development of executive coaches focus more deeply on adult education concepts in their training curriculums. An additional recommendation is that executive coaches developed a mindset of being continuous learners regarding their ongoing development as executive coaches.

Thesis, empirical, qualitative.

Hugger, Laura Ann Albrecht (2007). CEOs on the couch: Building the therapeutic coaching alliance in psychoanalytically informed executive coaching. Thesis. Fielding Graduate University, California. ProQuest Dissertations and Theses.

The formation of the therapeutic alliance in clinical work is central to psychoanalytic theory and psychoanalysis and can inform the executive coach about the importance and nature of the therapeutic coaching alliance. Because CEOs tend to be narcissistically oriented (as noted by Manfred Kets de Vries and Michael Maccoby), they present important considerations and challenges to the coach related to forming and maintaining the therapeutic coaching alliance. The theoretical work of Heinz Kohut is particularly useful in guiding the critical task of forming a successful therapeutic alliance. This dissertation is a study of six CEOs who entered into executive coaching to enhance job performance and interpersonal relationships. The duration of the coaching ranged from 1 year to more than 3 years. The methodology is a retrospective case narrative. The case narrative was co-created by both the CEO and me as the coach. I summarized the coaching relationship by focusing on the CEO's presenting problem(s), the development of the therapeutic coaching alliance, transference phenomenon and interpretation, and the integration of growth at the termination phase of coaching. The CEOs were interviewed 1+ year(s) after the conclusion of the coaching and asked to reflect on the coaching experience in order to get at how they both described and understood the therapeutic coaching alliance. The CEO narratives were elicited via qualitative, in-depth interview protocol. Each CEO's narrative was used in conjunction with my own retrospective case narrative, as I reconstructed each case using my process notes from coaching sessions with the CEO. The interview data were analyzed to understand individual and aggregate differences in how CEOs described and understood how they changed internally and how these changes impacted job performance and interpersonal relationships. The therapeutic coaching alliance factors assessed included: affect containment, collaboration, empathic attunement, and transference phenomena such as idealizing, mirror, twinship, and negative transferences.

Thesis, empirical, qualitative.

Lallo, Art J. (2007). A study of the perceived behavioral change and business impact resulting from a corporate leadership training program. Thesis. Widener University, Pennsylvania. ProQuest Dissertations and Theses.

The subject of accountability for any type of training has always been an issue in the corporate environment. Executives require data that show there is an appreciable payback for their company whether it may be emotional intelligence, perceived leadership behavior changes or improvement of the individual's basic skills. The purpose of this study is to understand whether there is a perceived behavior change that takes place in an individual due to a corporate leadership training program. Training in the past has always been a burden in the corporate world because of the expense and the nebulous payback associated with it. Corporations know they need to train their people but do so reluctantly because the cost of the training is directly associated with overhead and profit. There have been numerous studies addressing the benefits of training, but corporations are still skeptical until positive data is associated with the training. The purpose of the study was to evaluate the perceived behavior changes that take place due to the individuals taking the LFTM class. Eighty-two managers were evaluated using a survey developed by Gallop Corporation to measure their perceived behavior changes due to the LFTM class. The independent variable was the management training and the dependent variable was the perceived behavior change due to participating in the leadership class. Descriptive statistics were used to evaluate the data and to develop the results of the study. The survey consisted of 12 questions dealing with the leadership class and was given to 82 managers six months after attending the training (post-survey). Ten interviews were also conducted randomly picked from the list of participating managers using a more detailed set of seven questions to understand the effectiveness of the training relating to the perceived behavior change due to the leadership training. A summary of the study shows a positive result from the LFTM training and the perceived behavior change of the participants. The majority of the participants felt that this particular training was very beneficial to them and could be used in the workplace. Behavior changes such as leadership, confidence, and team building, mentoring and coaching were all positive. The study reinforces the fact that training, specifically behavior training, is very beneficial to the participant and the associated company.

Thesis, empirical, quantitative.

O'Neil, Dennis P. (2007). Predicting leader effectiveness: Personality traits and character strengths. Department of Psychology and Neuroscience, Thesis, Duke University, North Carolina. ProQuest Dissertations and Theses.

Personality traits have been used extensively over the past forty years in assessing leadership potential, with varying degrees of success. A major limitation of this research has been the measures of personality. Another important limitation has been the availability of quantifiable measures of leader effectiveness. A third limitation is the lack of longitudinal studies. Because of these limitations, researchers have had difficulty determining the strength of personality traits as predictors of leadership effectiveness over time. Recent studies have used the Five Factor Model of personality to predict leadership effectiveness (e.g., Hogan, Curphy, & Hogan, 1994; Judge, Bono, Ilies, & Gerhardt, 2002; McCormack & Mellor, 2002); and researchers in positive psychology (e.g., Seligman, Steen, Park, & Peterson, 2005; Seligman & Csikszentmihalyi, 2000) have suggested that character strength and virtues (i.e., courage, temperance, and transcendence) might also offer an approach useful in predicting leadership success. This research builds on these approaches and examined two trait-based instruments, the Big Five instrument (NEO-PI-R) and the Values in Action Inventory of Strength (VIA-IS) instrument as they relate to leader

effectiveness. Using undergraduates at the United States Military Academy as participants, the research examines the relationship and efficacy of the NEO-PI-R and the VIA-IS in predicting leadership effectiveness over a two and a half year study. Regression analysis demonstrated that conscientiousness was the most significant predictor of leadership effectiveness. However, latent growth curve analysis suggests that there are three distinct patterns of leadership effectiveness. Using mixture modeling, these trajectories are best explained by the personality factors and virtue variables of extraversion, agreeableness, conscientiousness and temperance. The findings of this study have broad implications for emergent leader selection, leader development programs, and executive coaching in organizations.

Thesis, empirical, quantitative.

Roy, Alan Francis (2007). An examination of the principle-based leadership trainings and business consultations of a group private practice. Thesis. Massachusetts School of Professional Psychology, Massachusetts. ProQuest Dissertations and Theses.

This study explores the nature and impact of the principle-based leadership trainings and business consultations undertaken by a small group private practice, referred to as West Coast Psychological Associates (WCPA), at a multinational defense contractor, referred to as East Coast Defense Contractor (ECDC). The group's interventions are based on an understanding of human psychological functioning discovered in the 1970's, and initially utilized as a clinical treatment methodology. Over the past three decades, this approach has been adapted to the fields of prevention, community revitalization, criminal justice, and education, where it is referred to as Health Realization. The formless principles at the heart of this understanding, Mind, Thought, and Consciousness, explain how human beings internally create life experience. The supposition that internal factors give rise to mental life is a radical departure from conventional etiological models that view psychological experience as a reflection of external circumstances. The study's literature review explicates these principles, their implications and diverse applications. Additionally, an abbreviated review of the executive coaching literature is provided in order to showcase the difference between existing coaching methods and principle-based consultations. A qualitative, case study methodology was utilized for this research. Nine interviews were conducted, two with consultants at WCPA, and seven with executives at ECDC. The consultant interviews generated historical data on the group's relationship with the subject company and data on the characteristics of their interventions. The executive interviews described the personal and collective impact of principle-based consultations, their effect on the company's culture and their relationship to business performance. Results revealed a rich, narrative description of one company's transformation as a result of the principle-based understanding. Additionally, some of the psychological pathways whereby mental well-being contributes to business success were uncovered. Themes included a shift out of a victim mentality, greater humility, enhanced creativity, improved trust and rapport, and heightened levels of self-awareness amongst employees. The study concludes by differentiating principle-based executive coaching practices from psychodynamic, systems, cognitive-behavioral, and developmental coaching approaches, and it asserts that principle-based business consultations have the power to improve the lives of a company's employees and generate tangible business results.

Thesis, empirical, qualitative.

Sherman, Diane E. (2007). Examining the relationship between Challenge and Advantage, two relational scales of the Birkman Method RTM, and specific demographic features. Thesis. Capella University, Minnesota. ProQuest Dissertations and Theses.

This quantitative study sought to examine and determine any existing relationship between two specific scales of the Birkman Method®, a questionnaire used in various applications, including executive coaching. This study sought to examine two questions: first, to determine if any correlational relationship existed between the Challenge and Advantage scales, and second, to determine if any difference existed between or among specific demographic groups separated by age, gender and education level on Challenge and Advantage. The study analyzed extant data from Birkman Method® questionnaires administered to 144 participants. The findings revealed no significant correlative relationship between the Advantage scale and the Challenge scale of the Birkman Method®. Upon examination of the demographic features of age, gender, and education level, the initial findings revealed no statistical difference among gender and education groups. However, further exploratory analysis indicated a statistical difference between younger and older participants. Specifically, a MANOVA followed by an F test produced a statistical difference between the age group of 20-30 years compared to 30 to 40 years, and 40+ years. The findings support the premise that Birkman Method® consultants should consider motivational influencing factors that are specific to preferences of younger workers, such as work environment, attitude, and self-interest. Implications of the study are discussed for Birkman Method® approved consultants who use results from this questionnaire in their executive coaching, career advisement, or consultation, and pertaining to age group differences, preferences, and worker attitude.

Thesis, empirical, quantitative.

Starman, Jillian (2007). The impact of executive coaching on job performance from the perspective of executive women. School of Education, Thesis, Capella University, Minnesota. ProQuest Dissertations and Theses.

Coaching is becoming a recognized way to improve executive and organizational performance. The term executive coaching was coined by the Division of Consulting Psychology of the American Psychological Association, but executive coaching is not therapy. It is a client focused process that engages the executive in conversation to address performance gaps and organizational outcomes. A literature review on executive coaching showed that executive coaching is an international phenomenon that focuses on managerial and leadership development, yet there is little information relating to coaching executive women. This study addresses a gap in the research by specifically focusing on the impact executive coaching is having in the job performance of executive women. The results of this study indicate that executive women are satisfied with their executive coaching experience, are learning skills, changing job behavior, and improving job performance as a direct result of participating in executive coaching.

Thesis, empirical, quantitative.

Trathen, Scott A. (2007). Executive coaching, changes in leadership competencies and learning agility amongst Microsoft senior executives. Thesis. Colorado State University, Colorado. ProQuest Dissertations and Theses.

Empirically furthering the body of knowledge regarding executive coaching, this study explored the relationships between changes in leadership competencies and learning agility amongst a sample (N=47) of Microsoft senior executives receiving executive coaching. In doing so this research sought to identify the validity of utilizing learning agility scores as a surrogate measure of an executive's readiness for executive coaching. The executive coaches assessed the learning agility of the senior executives using CHOICES® Architect. The senior executives were found to be learning agile, and the greatest opportunity for development was related to interpersonal skills (People Agility). To measure leadership competencies, scores from a proprietary Microsoft Leadership Competency Model were utilized. Scores across the eleven competencies were measured by the executive and their manager across time (November 2005

and April 2007), from which gain scores were calculated. Both groups identified a decrease in three competencies - the largest associated with the competency Building Organizations, Teams and People. The ordinal learning agility outputs were correlated with the ordinal leadership competency gain scores using Kendall's Tau (N=14). The strongest relationship was identified between People Agility and the change in Building Organizations, Teams and People with a mean correlation value of .485. Of the 110 possible correlations, 49% were found to be greater than .30 and more than a quarter of these were .50 or greater. This demonstrated a meaningful practical significance of the association between changes in leadership competencies and learning agility among those participating in executive coaching. In the event Microsoft chooses to objectively measure the impact of executive coaching by means of improvement in leadership competencies, learning agility provides a filter to identify with whom executive coaching is best utilized. Executives most able to maximize a return on the executive coaching investment could be identified. The question remains - is learning agility a measure of readiness useful in maximizing executive coaching interventions? Based on the literature review, this is the first study focused on empirically connecting executive coaching, changes in leadership competencies and learning agility and so a definitive answer requires more research. However, the findings are encouraging.

Thesis, empirical, quantitative.

Tunks, Lisa Ulmer (2007). Comparison of the outcomes of leadership behaviors of community college administrators. Thesis. University of Florida, Florida. ProQuest Dissertations and Theses.

The purpose of this study was to explore a community college educational leadership development program in Florida. Through a combination of professional coaching, individual development and focus, individuals were encouraged to acquire new skills and modify behaviors, therefore increasing their educational leadership capacity in the role of Provost, Vice President, or President. The population for the study included a group of community college administrators who participated in a leadership development program through the University of Florida, with courses held at Florida Community College in Jacksonville and St. Petersburg College. The foundation of the program was a 2-year graduate-level curriculum. All classes were delivered on site at the community college or via distance education by professors from the University of Florida. Completion of the entire program resulted in a Certificate in Community College Executive Leadership. This was an ex post-factor research design that focused on the results of the pretest and posttest data garnered from the Occupational Personality Questionnaire (OPQ). The community college cohort participants were given the OPQ at the beginning of their leadership development program by a qualified test administrator. Participants then received a detailed report that outlined their work style preferences on 32 dimensions. Attribute scores were stated in stein score format on a 1 to 10 scale. Participants used the information provided in the OPQ report to create an Individual Learning Plan (ILP). With the assistance of a qualified OPQ administrator, subjects selected one to three of their attributes that they felt would contribute to their leadership success. They created specific goals and objectives designed to develop those characteristics, and constructed an accountability protocol for measurement of each goal. Over the course of the Community College Executive Leadership program, participants simultaneously worked toward promoting their ILP while completing coursework and other program requirements. In addition to the data collected from the OPQ pretest and posttest results, six individuals were chosen as a subgroup to participate in follow-up interviews. Our findings suggest that the participants were able to modify their leadership style and behavior as a result of the program. While the subjects did not demonstrate statistically significant differences overall on the OPQ, they did show significant learning gains on the attributes that they had targeted for improvement. Through a program of

course work, professional coaching, and individual development and focus, both male and female academic leaders were able to make great strides in enhancing their leadership skills. Their behavioral modifications could enable them to be more effective educational leaders in the future.

Thesis, empirical, quantitative and qualitative.

Wright, Paul J. (2007). *Effective leadership: An analysis of the relationship between transformational leadership and organizational climate*. School of Psychology, Thesis, Capella University, Minnesota. ProQuest Dissertations and Theses.

Historically, theorists have attempted to develop an effective leadership model from the great man theory to present day philosophical leadership concepts. Present day theorists continue to identify and define transformational leadership as an effective leadership style in which leaders motivate subordinates' commitment to organizational goals, vision, and mission by empowering them to take action in pursuit of organizational effectiveness. This effort to increase organizational effectiveness is also evident in industrial-organizational psychology's history with the work of the Gilbreths and Henry Ford. Using this effective leadership concept, the United States Army has recently included transformational leadership in its field manuals. However, since the development of transformational leadership in the 1980s, there is little data in respect to the United States Army. Therefore, this study added empirical data to the inventory of knowledge through a correlational research design and bivariate statistical analysis. Seven companies comprised this research sample ($n = 227$). Seven company commanders, two executive officers, four first sergeants, 11 platoon sergeants, and 30 squad leaders completed the Multifactor Leadership Questionnaire (MLQ) ($n = 54$). One hundred seventy-three subordinates completed the Command Climate Survey (CCS) ($n = 173$). Two questionnaires (i.e., MLQ and CCS) were used to determine if a relationship existed between transformational leadership scores and organizational climate scores. Additionally, this study analyzed a correlation between leadership scores on both instruments. Results indicated that no statistically significant relationships existed except a negative correlation between Inspirational Motivation and Mentorship/Coaching ($r = -.81, p = .028$). Other non-statistically significant correlations were discussed.

Thesis, empirical, quantitative.

2006

$n = 16$

Alvey, Susan C. (2006). *A qualitative study of the characteristics of dyadic trust in executive coaching*. Thesis. University of Phoenix, Arizona. ProQuest Dissertations and Theses.

The qualitative, ethnographic, grounded theory study explored the development of trust in executive coaching relationships. Interviews were conducted with 27 high-level executives who were voluntarily engaged in executive coaching for the purpose of leadership development. The theory emerging from these findings, as expressed in an integrated model of sequential, interdependent trust development, was that interplay of relational, situational, and behavioral factors influences the development of trust in executive coaching. Trust was highest when: (a) the client was willing to disclose honest feelings and thoughts to the coach and was met with supportive, nonjudgmental reaction from the coach; (b) the organization was supportive of the positive leadership development that can occur in executive coaching;

(c) the coach and client were clear about expectations of confidentiality and outcomes; and (d) the coach supportively confirmed the client's developmental needs, and challenged the client's leadership behaviors. These multiple, interdependent factors manifested throughout the coaching relationship to result in bonds of trust.

Thesis, empirical, qualitative.

Asel, Crystal S. (2006). Current practices in working with special education paraeducators. Thesis. University of North Texas, Texas. ProQuest Dissertations and Theses.

With so many paraeducators working in special education, it is important for teachers, administrators, and researchers to know how paraeducators are being utilized, supervised, and managed in order to create the most effective programs for students with special needs. Research is needed regarding current practices in supervising paraeducators. The purposes of this study were to (a) delineate the current practices being utilized by special education teachers of students with emotional and behavioral disorders (EBD) who supervise paraeducators that work with students with EBD in the general education classroom and (b) determine how effective the supervised paraeducators perceive those practices to be. Current practices were revealed by answering the following questions: (1) According to special education teachers and paraeducators, what procedures and practices are being utilized to supervise paraeducators who work in the general education environment with students with EBD? (2) In what ways do teachers and paraeducators see these supervision practices as being effective? (3) What is the relationship between actual supervision practices and accepted best practices? There were 60 participants in all, 30 professional teachers and 30 paraeducators. All 60 participants completed a survey; of these 60, 5 teachers and 5 paraeducators were individually interviewed. Findings from the study indicate that actual supervision practices of teachers do not represent the best practices found in the literature. The study found that each of the seven executive functions of supervision (orientation, planning, scheduling, delegating, training/coaching, monitoring/feedback, and managing the workplace) need additional attention from school districts in order to maximize paraeducator effectiveness.

Thesis, empirical, quantitative.

Barrett, Paul T. (2006). The effects of group coaching on executive health and team effectiveness: A quasi-experimental field study. Thesis. Regent University, Virginia. ProQuest Dissertations and Theses.

This study examined group coaching, a leadership development activity that has emerged out of the executive coaching movement. The literature has indicated that it is the fastest growing offering in the coaching profession (Morgan, Harkins, & Goldsmith, 2005). However, one of its suspected weaknesses is that it is shorter in duration and less intense than the one-to-one format of executive coaching. Coaching research literature is discussed followed by an identification of the relevant issues and variables that could be impacted by a group coaching intervention in a governmental host organization. Two hypotheses were tested to understand the potential effects of group coaching, examining both the inner world (executive health/burnout) and outer world (team effectiveness/labor productivity) effects of the group coaching intervention. Data were collected from 42 experimental group participants and 42 control group participants in a quasi-experimental, modified posttest only control group design. Results of the analyses indicate that the group coaching intervention positively affected experimental group participants, resulting in a reduction of burnout, but do not show any effect on labor productivity. Detailed implications and recommendations for future research are presented.

Thesis, empirical, quantitative.

Bowers, Brenda J. (2006). Executives transitioning from a silo to a systems-based approach in a complex healthcare organization: Implications for continuous leadership development. Thesis. Walden University, Minnesota. ProQuest Dissertations and Theses.

Large multiregional institutions face significant barriers when they attempt to transition from autonomous regional control to system-level control. Leadership development strategies in these institutions often fail to prepare senior executive leaders to deal with these challenges. This qualitative case study addressed the research questions: What are the perceptions of executive leaders undergoing transition from an autonomous to a systems-based approach in a complex healthcare organization? How might their perceptions inform a program for leadership development? The conceptual framework was drawn from the disciplines of leadership development, adult development in transition and change, organizational development, and deep systems change. Data drawn from participant interviews, participant observations, and document reviews were analyzed and synthesized for recurring themes. Conclusions were: Effective leadership communication is essential throughout the transition period; alignment of regional cultures with the system's values is critical; external factors significantly influence transitioning organizations; and the visibility and posture of senior leaders is significant to the transition. A primary recommendation is that leaders charged with a systemic transition would benefit from a formal leadership-development regiment to include courses, mentoring, and coaching. The framework for this program should be based on system-wide organizational mission, vision, and values. No area of modern society is independent of the complex healthcare system. Improvements in the organization of our healthcare delivery systems will result in positive social change by promoting the worth, dignity, and development of executive leaders, organizational professionals, and ultimately all service individuals in the broader communities, culture, and society at large.

Thesis, empirical, qualitative.

Braham, Barbara J. (2006). Executive coaching and the worldview of Vipassana meditators: A heuristic inquiry. Thesis. Union Institute and University, Ohio. ProQuest Dissertations and Theses.

This heuristic study investigated the experience of executive coaching when the coach has practiced vipassana, a Buddhist meditation practice, (commonly known as mindfulness meditation), for at least 10 years. Psychology and organizational development were explored as two theoretical roots for executive coaching. Coaches also bring a worldview to their coaching. This study explored the Dharma (the teachings of the Buddha) as one possible worldview for executive coaching. Following a personal heuristic inquiry, 90-minute face-to-face interviews were conducted with seven executive coaches from across the United States who had had a daily vipassana meditation practice for 10 to 23 years. Three coaches were female; four were male. Six were external coaches. One coach had a full-time coaching practice; six provided organizational development consulting, or training in addition to executive coaching. The coaches came from diverse educational backgrounds including psychology, organizational development, business and education. Two had completed formal coach training. All but one had been coaching for at least five years. In the interview each coach was asked to describe his/her executive coaching practice, vipassana meditation practice and how the worldview of the Dharma was experienced in their executive coaching. The findings clustered into four themes: (1) The Practice: Mindfulness while coaching; (2) The View: Insights from the practice; (3) Living the View: Integrating the practice into work and life; and (4) Being the View. Theme one describes how coaches use mindfulness to center themselves before meeting the client, monitor their physical sensations during the conversation, and be a non-anxious presence.

Theme two explains how meditation insights such as impermanence and interconnectedness create a worldview that shapes how the coach listens and intervenes. Living the View describes how the worldview is integrated into personal and work life. This cohort of coaches felt that coaching aligned with the Dharma. In theme four, coaches describe an increased ability to access their intuition and embody the Dharma worldview. The study concluded that long term vipassana meditation practice and the worldview of the Dharma supported these coaches in their work with executives. The practice of mindfulness strengthened their capacity to be present with an executive.

Thesis, empirical, qualitative.

Carpenter, Hilda Vivian (2006). Reconceptualizing communication competence: High performing coordinated communication competence, HPC3. A three-dimensional view. Thesis. Fielding Graduate University, California. ProQuest Dissertations and Theses.

The evolution of scholarly thought about communication competence stalled for 20 years. The communication competence models are limited to one dimension of behavior performance in an episode. Executive coach practitioners need more robust models than are currently available, because executives need coaching: (a) in complex organizational or social situations, (b) in both micro and macro episodes, (c) across relationship longevity, and (d) across multiple cultures. My study includes a literature review, and a demonstration of two communication competence models in complex dialogues (Spitzberg & Hecht, 1984; Wiemann, 1977). A discussion includes: (a) low interrater reliability; (b) low competency scores; (c) macro versus micro perspectives; (d) complex meanings within conversations; (e) preconceived competent behavior; and (f) design implications. My study reconceptualizes communication competence as "high performing coordinated communication competence," HPC3. Rather than personal attributes, HPC3 is: a process of persons coordinating the management of meaning through zones of proximal development resulting in one or more person's transformational learning of social skills and/or a level of consciousness. HPC3 has three dimensions: coordination, consciousness, and afterlife. "Coordination" is the process of managing meanings with others (Pearce, 2005). "Consciousness" is the expansion of our mental capacity that results from coordination (Kegan, 1994). "Afterlife" describes the continued impact of interactions on people long after they occur. Afterlife may take form in untold, unheard, unknown stories, myths, or unconscious memories that affect behavior in any dimension, across one or more people. These three dimensions interplay and affect each other as fluid, organic processes any time communication occurs. People experience transformational learning thresholds in HPC3 when one person collaborates with another in Zones of Proximal Development (ZPDs) (Mezirow & Associates, 2000; Vygotsky, 1978). My study identifies seven skills that facilitate HPC3. These skills include: (a) reflexivity; (b) gamemastery; (c) inspiring others to see their potential; (d) coaxing out stories; (e) self-narrative; (f) intuitive sense of timing; and (g) manipulating afterlife stories for future events. These skills are applied in three practical demonstrations: (a) looking "through" dialogue to explain what happens in complex social interactions; (b) in an executive coaching engagement; and (c) in a public speech.

Thesis, conceptual.

Dicker, Roxann Banks (2006). Intervention trial for workers with depressive symptoms. Thesis. Texas Woman's University, Texas. ProQuest Dissertations and Theses.

Depression is a major public health concern, because of its high prevalence, personal cost and suffering, and economic impact. A particular problem exists for depressed workers facing layoff and possible loss of health insurance. A structured 10-week intervention combining low-cost, self-directed therapies (specified

doses of exercise and bright light exposure, and vitamin/omega-3 supplement) to improve mood and functioning in mild to moderately depressed factory workers was evaluated. Method. A mixed method one-group repeated measures design included a non-random convenience sample of 18 female participants experiencing symptoms in the range of mild to moderate depression, all employees of a manufacturer experiencing layoffs. Measurement in the study included six instruments (Beck Depression Inventory-II (BDI-II), Work Productivity and Activity Impairment (WPAI), Rosenberg Self Esteem Scale (RSES), Psychological General Well-Being Schedule (PGWB), Pittsburg Sleep Quality Index (PSQI), and the Stroop Word-Color Task. Dependent variables were measured three times: baseline, week 5, and week 10. Repeated measures ANOVA was utilized for hypothesis testing. Qualitative data generation included narrative comments in daily Log Books, commentary during coaching phone calls every two weeks, a completion questionnaire and interview. Findings. Participation in the intervention resulted in significant improvements in depression, work and activity impairment, general well-being, self-esteem, sleep quality and executive function ($p = .00$). Effect sizes were large, partial $\eta^2 = .597$ for the Stroop Color-Word Task, .67 for the WPAI impairment at work, .71 for WPAI impairment in activities outside of work, .74 for the RSES, .88 for the PGWB, .89 for PSQI, and .97 for the BDI-II. Post-hoc testing included pairwise comparisons; all were significant from baseline to week 10, and all but one demonstrated significance between week 5 and week 10. Qualitative data confirmed quantitative findings, described change in areas not included as variables, and revealed description of changes over time and in time experience. Conclusion. Tolerability and adherence was demonstrated for an intervention of self-directed therapies which resulted in significant improvements. Behavioral activation of the intervention had positive results on mood and sense of personal control and mastery. This is a shift from traditional care for with those with mild to moderate depression.

Thesis, empirical, quantitative and qualitative.

English, Marlanda (2006). Business print media coverage of executive coaching: A content analysis. Thesis. Capella University, Minnesota. ProQuest Dissertations and Theses.

In the 1990s, executive coaching experienced growth and increased interest by individuals interested in the skill and profession and by organizations promoting executive coaching. Additional interest has come from organizations seeking to use executive coaching as a problem-solving tool and development intervention. This quantitative content analysis was designed to contribute to the study of the interest in executive coaching over time and coverage of executive coaching in business print media. The study measures the change in number of articles over a 10-year period from 1994-2004. Diction software was used to conduct a content analysis of the verbal tone of selected executive coaching articles retrieved from the Business Source Premier electronic database. The findings confirm an increase in the number of executive coaching articles and suggest a connection between the article and type of publication: scholarly or trade. The findings also indicate that executive coaching articles are generally more positive than other articles and have remained constant in verbal tone over time.

Thesis, empirical, quantitative.

Falla, Suzanne Kazemian (2006). Unfolding the story of executive coaching through the eyes of the pioneers. Thesis. Fielding Graduate University, California. ProQuest Dissertations and Theses.

This study provides an overview and record of the emergence and growth of executive coaching through the personal stories and experiences of industry pioneers, founders, leaders and practitioners. It traces the history of executive coaching from 1945 to 1985, the organizations that emerged from the industry,

and the changes that occurred in the design and delivery of executive coaching services. The history is studied in the context of the changes that occurred in the social and economic environment and evolution of the science of psychology that formed the American workplace between 1945 and 1985, and the subsequent impact those changes had on corporations, their employees, and the executive coaching industry. The study traces the evolution of executive coaching services from a personal consulting service to a new curriculum of learning resources, from which corporate buyers of executive coaching services select services to meet the diverse learning needs of employees. The data consist of interviews with some of the pioneers in executive coaching who met the following three criteria: (1) Practiced within the period of time that signifies the shaping of the foundations of the field (1945-1985); (2) Were instrumental in the founding of the field; (3) Developed specific assessment and intervention methods that were formalized, published, and implemented successfully in the field within the above time frame. Consequently, this study contributes to the written documentation of the history of executive coaching, gives a sense of the evolution of this field from the pioneers, and provides their view of how they define coaching. This study also allows for further reflection on the source and the origins of the field. Furthermore, it examines and tracks the identity of this field and emphasizes the significance of the views and stories that are constructed by the pioneers who helped shape its foundations.

Thesis, empirical, qualitative.

Gravel, Thomas Matthew (2006). Principal time commitment and job satisfaction before and after an executive coaching workshop. Thesis. The University of North Dakota, North Dakota. ProQuest Dissertations and Theses.

The purpose of this study was to investigate time commitment and job satisfaction of principals before and after an executive coaching workshop. Principals on average work 50-70 hours per week and the demands being placed on principals is ever increasing. The result has been fewer qualified individuals applying for principal positions across the country and the burnout of those who are in the position. Data were collected from K-12 principals by surveying those who attended one of four workshops titled, "How to Work Less, Play More, and Still Get the Job Done in a Normal School Week: Assuming Your Proper Role as 'Executive' in Today's Education Environment." The workshops were presented in four locations: St. Paul, Minnesota, August 15 & 16, 2005; Fergus Falls, Minnesota, August 18 & 19, 2005; Monrovia, California, August 22 & 23, 2005; and Pittsfield, Massachusetts, August 25 & 26, 2005. Approximately twelve weeks after the workshop a second survey was sent to each participant asking the same questions on time commitment to administrative tasks and overall job satisfaction and what, if any, change occurred. Based on the data collected the following results are suggested: Time commitments to administrative tasks performed were reduced following the attendance at the workshop and principals were able to increase their time in classrooms. Principals reported that as a result of doing less clerical work and being able to spend more time with students and staff, their overall job satisfaction increased. Principals also reported an increase in the amount of energy they had left at the end of the average workweek, and the amount of time devoted to family, friends, and personal hobbies increased.

Thesis, empirical, quantitative.

Kirner, Randall J. (2006). Performance appraisal: A descriptive multiple case study of the abolishment theory through the lens of intended purposes. Thesis. University of La Verne, California. ProQuest Dissertations and Theses.

Purpose. The purpose of this research was to discover how twenty-three cited organizations that had abandoned traditional performance appraisal five or more years ago currently satisfy the six primary intended purposes of appraisal and to understand their practices and processes. **Methodology.** The researcher used a descriptive, multiple case study methodology. The population consisted of twenty-three early adopters to the theory of abolishing performance appraisal. Data for this study were gathered through semistructured telephonic interviews. **Theoretical arguments, practices, and processes** relating to the theory of abolishing performance appraisal were analyzed using pattern-matching and rival explanation strategies and techniques. **Findings.** This study found seventeen of the twenty-three early adopters continued to use unbundled practices in satisfying the intended purposes of performance appraisal. Common themes were the elimination of rankings and ratings, an emphasis on frequent employee communications, and clarity of purpose, philosophy, and values. Early adopters also separated feedback and coaching from compensation. These organizations reported higher levels of employee satisfaction, exceptional trust levels, lower turnover, greater collaboration, a customer focus, and higher customer satisfaction levels. Among organizations returning to traditional performance appraisal, the universal characteristic was the introduction of a new chief executive officer. **Conclusions.** An environment of mutual trust between employees and management exists in organizations abolishing performance appraisal. In organizations decoupling the six intended purposes of performance appraisal, support from the chief executive officer and senior management is fundamental combined with an employee-centric culture marked by management practices supporting sharing of information, encouraging open and frequent communications, access to learning opportunities, a genuine respect and caring for employees, and a focus on workplace systems improvement. Small organizations often use informal practices and processes. As they grow, formalization is natural and can be introduced without sacrificing the organization's culture or practices. Decoupling of the intended purposes of performance appraisal is viable and sustainable. **Implications for action.** Recommendations were made regarding the culture required to support decoupling and the role of the chief executive officer. The process of decoupling begins with an assessment of need and readiness together with a clear vision and well-articulated values and principles. **Thesis, empirical, qualitative.**

Nishikawa, Yvette (2006). *Thriving in the face of adversity: Perceptions of elementary school principals*. Thesis. University of La Verne, California. ProQuest Dissertations and Theses.

Purpose. The purpose of this study was to identify the internal and external variables utilized by thriving elementary principals in leadership and to identify and describe the organizational characteristics which support thriving as perceived by elementary school principals. **Methodology.** The subjects in the present study were twenty-five elementary school principals represented by eight schools in six districts: two urban, three suburban, and three rural. Subjects responded to a survey questionnaire with Likert rating scale and short-answer questions. Five surveys were selected for follow-up interviews. The interview process included six structured interview questions investigating principal perceptions of individual abilities to thrive as well as organizational characteristics supporting thriving. **Findings.** Examination of quantitative and qualitative data indicated that all internal variables from the resilience literature with the exception of spirituality/faith, high tolerance for ambiguity, empathy, and positive self-esteem, were utilized to a great extent by thriving principals. The most critical external variables to thriving included professional colleagues and support of family. District organizations can support thriving by (1) fostering a positive organizational climate characterized by a trusting and supportive environment, recognition and celebration of successes, clear expectations and policies, and ongoing professional development; (2) having a

superintendent who is actively involved with school site administrators; and (3) supporting principals' autonomy in decision-making on their respective school sites. Conclusions. The study data support the following conclusions: (1) elementary principals working in isolation are at high-risk during adversity; (2) the superintendent and the organization have a significant influence on thriving; (3) the support of family is a vital factor in thriving; and (4) an individual's personal values, core educational values, ability to solve problems, and ability to persevere are critical variables in thriving. Recommendations. Further research is advised including (1) restructuring of school leadership roles to prevent isolation (flexible principalship models); (2) increasing superintendent/principal interactions; (3) executive coaching (4) extensive training at university/district levels; (5) ongoing professional development; (6) regular celebration of principal achievements; (7) inclusion of family and loved ones at social events.

Thesis, empirical, quantitative and qualitative.

Ring, Shana (2006). Developing the business case for executive coaching at SaskPower. Thesis. Royal Roads University, Canada. ProQuest Dissertations and Theses.

This research project focused on building the business case for an executive-leadership coaching program to support succession planning. The project examined how coaching could maximize the success and return on investment of implementing 360-degree feedback. The opportunity looked at coaching as an effective tool to develop SaskPower's future leaders. This study is significant due to the demographic challenge facing SaskPower with the aging workforce and the massive retirement projection that will result in significant leadership shortages. Through action research, the project engaged the key stakeholders to gain their commitment, buy-in and support. The literature review explored the need for self-awareness and understanding for leadership effectiveness, as well as the impact of 360-degree feedback. The study focused on the return on investment of coaching, and its contribution to business success. Ethical issues were also important and reflected the ethical principles prescribed by Royal Roads University, and SaskPower's privacy expectations.

Thesis, empirical, qualitative.

Seamons, Brett L. (2006). The most effective factors in executive coaching engagements according to the coach, the client, and the client's boss. Thesis. Saybrook Graduate School and Research Center, California. ProQuest Dissertations and Theses.

A qualitative interview method was employed to examine the most important component parts in an executive coaching intervention. Eight cases were surveyed by telephone, each one asking the coach, the client (person being coached, or coachee) and the client's boss what their view was as to why the coaching experience was successful. The interview data was coded according to themes present in the literature (Gegner, 1997; Hall; Kilburg, 2001; Otazo & Hollenbeck, 1999; Sztucinski, 2002). The responses showed that the support of the client's boss was the single most important factor leading to coaching success in these cases. Bosses are involved in the coaching through three way meetings with the coach and client, through regular updates with the coach, and through giving feedback to the client through the course of the coaching engagement. Further cross-case agreement was present on the following factors: client adherence (the client's willingness to engage in coaching), insight through feedback, coach/client relationship, and reflective/developmental space provided (a non-threatening, open atmosphere which encourages growth). Coaches reported client Adherence as the most important component part of executive coaching. Clients suggested the support of boss, reflective/developmental space provided, and coach challenges client were the most important factors. Bosses suggested support of boss, insight

through feedback, client adherence, and coaching shows an investment in the client were the most important factors. Within case agreement varied considerably. Each case had between two and five component parts unanimously reported by the coach, client and boss within the case. The perceived value of the coaching relative to coaching fees was also validated. Over 87% of the participants felt the coaching was of value when considered against the fees.

Thesis, empirical, quantitative and qualitative.

Suboleski, Stan (2006). Multi-unit restaurant management training: An exploratory study. Thesis. University of Nevada, Las Vegas, Nevada. ProQuest Dissertations and Theses.

This exploratory study focuses on the training practices and procedures of branded multi-unit restaurants. The study is specifically focused on aspects of training as they relate to the position of multi-unit managers (MUMs). The goal of the paper is to investigate current MUM training programs and trends. Very little literature exists on the specific topic of this study. A literature review focuses on three areas: the nature of the multi-unit restaurant industry; the definition and role of the multi-unit manager; and the need for and importance of training the MUM. Descriptions of current training programs in place at branded multi-unit foodservice operations are also reviewed. A survey instrument was designed, and interviews with executives in the multi-unit restaurant industry were administered. Seven executives from the top 100 multi-unit restaurant organizations were interviewed. The interviews were analyzed using qualitative software. Conclusions are presented on the general state of training and the types of programs presently used with multi-unit managers. Specific training was often conducted in both group and individual settings. Common group training approaches were structured, and often held as some form of class, meeting, or seminar. Individual training often included a one-on-one component in the form of mentoring, shadowing, or coaching. Training content was explored, and included people and business skills training, operations training, and orientation, among others. Recommendations are offered for further, more focused research of a quantitative nature.

Thesis, empirical, qualitative.

Sullivan, Mary A. (2006). The effectiveness of executive coaching in the development of emotional intelligence competencies. Thesis. Spalding University, Kentucky. ProQuest Dissertations and Theses.

This dissertation is a qualitative study of the effectiveness of executive coaching for the development of emotional intelligence competencies. Eight executives from the same government agency were interviewed regarding recent coaching they had received. This coaching was offered as a component of an executive development program that was grounded in action learning. Through these interviews, the executives shared their perspectives of the coaching process and the degrees to which they and their teammates were able to benefit. They described the different styles of their coaches and the rapports each had with their own team's coach. Perhaps most importantly, as a result of the coaching, they were each able to share an increased awareness of a specific trait or tendency that they would continue to develop more consciously in order to achieve greater results in their professional positions. Peers and subordinates of the executives, as well as four executive coaches who were involved in the program, were also interviewed for their perspectives of the process and of the participants. The data collected through this study suggested that executive coaching is an effective tool in the enhancement of emotional intelligence competencies in executives. Certain factors add to the likelihood that a benefit will be achieved through the coaching process, including the participants' openness to learning, the chemistry between the coach and the participants, and the relevance of the coaching to the work of the executives.

Organizational culture and environment also surfaced as important factors in predicting success in the coaching process. This study will be of value to researchers or organizational leaders exploring the benefits of executive coaching.

Thesis, empirical, qualitative.

2005

n = 14

Bell, Sherry E. (2005). Myers-Briggs Type Indicator and executive coaching: Participants' self-perceptions about the effectiveness of the two when used together. Thesis. Capella University, Minnesota. ProQuest Dissertations and Theses.

This study examined self-perceptions of the effectiveness of executive coaching. The individuals involved received executive coaching based on their Myers-Briggs Type Indicator (MBTI) profiles. A custom designed web-based survey was administered. The three general groups of items investigated for the ten MBTI Types represented in the sample were as follows: (a) self-perceived effectiveness of executive coaching and of MBTI Type feedback, (b) lengths of time spent in executive coaching, and (c) lengths of time for differences to be noticed. The following questions were answered. Are there differences between individuals' self-perceptions about how effective executive coaching has been; based on their MBTI Type profiles, in respect to the following general categories: (a) overall changes, (b) goal attainment, (c) behavior change, (d) professional life, (e) personal life, (f) sense of balance, and (g) amount of time it took for the results to become apparent. The research participants were 67 executive coachees who received executive coaching using their MBTI Type throughout the process. The findings indicate there are differences and many of those differences are significant. The most substantial finding was that the different MBTI Types do not generally respond to the questions at different levels, but do have different profiles across the questions. This suggests that the different MBTI Types had somewhat different reactions to executive coaching. The most noteworthy finding from the category of lengths of time for differences to be noticed was that the most robust changes are noticed very early in the executive coaching process. The average time for changes to be noticed each from executive coaching and from feedback regarding the MBTI was between 1 and 2 months. Changes resulting from MBTI Type feedback were noticed earlier than those from executive coaching. The findings suggest that executive coaches who use MBTI Type throughout the coaching process can expect their clients to experience the greatest gains early in the coaching process. Recommendations for future studies using personality constructs in conjunction with an executive coaching process; as well as with involving more participants, are advanced.

Thesis, empirical, quantitative.

Berry, Rhonda Martin (2005). A comparison of face-to-face and distance coaching practices: The role of the working alliance in problem resolution. Thesis. Georgia State University, Georgia. ProQuest Dissertations and Theses.

This study surveyed one hundred and two coaches who had a background in psychology or other helping professions regarding their current executive or personal coaching practice. Demographic information about current practices was collected. The study used a quantitative research design to examine the

relationship between the working alliance and a coaching outcome measure of problem resolution (degree of change) in both face-to-face and distance coaching (virtual coaching). Respondents completed the Working Alliance Inventory - Short Form (WAI-S, Tracey & Kokotovic, 1989) and the Problem Resolution Form - Target Complaints Method (Battle et al., 1966). High levels of working alliance and problem resolution were found in both face-to-face and distance conditions, providing some support for the effectiveness of distance coaching. Surprisingly, the working alliance was found to be predictive of outcome in distance relationships but not in face-to-face relationships. Coach experience and number of coaching meetings were not predictive of working alliance.

Thesis, empirical, quantitative.

Bougae, Cyd (2005). A descriptive study of the impact of executive coaching from the perspective of the executive leader. Thesis. Capella University, Minnesota. ProQuest Dissertations and Theses.

Executive coaching is a new and emerging professional practice in human performance improvement. The overall goal of executive coaching is to develop the skills and knowledge of the leader to ensure leadership excellence which improves individual and organizational performance. As might be expected from a new profession, the practice of executive coaching is ahead of the study of the process. The purpose of this study was to explore and describe, through a descriptive case study, the impact of executive coaching as experienced and described by the participants. A literature review on executive coaching showed that executive coaching has proven to be a successful leadership development program producing extraordinary results. The results of this study also indicated through eleven emergent themes that executive coaching is a successful learning-centered leadership developmental strategy.

Thesis, empirical, qualitative.

Crawshaw, Laura A. (2005). Coaching abrasive executives: Exploring the use of empathy in constructing less destructive interpersonal management strategies. Thesis. Fielding Graduate University, California. ProQuest Dissertations and Theses.

This study explores the theoretical bases of an empathically-grounded coaching method designed to help abrasive executives construct less destructive interpersonal management strategies. An abrasive executive is defined as any individual charged with managerial authority whose interpersonal behavior causes emotional distress in coworkers sufficient to disrupt organizational functioning. Cases of three abrasive executives coached in the use of empathy were analyzed in relation to sociobiological and psychoanalytic conceptualizations of threat, anxiety, and defense, as well as the construct of emotional management, drawn from emotional intelligence theory. This analysis and the explication of the coaching method was then integrated with findings from empathy research to construct a theory of coaching abrasive executives. Abrasive behavior is understood to be the executive's maladaptive defense against the threat of unconscious self-perceptions of inadequacy. Incessantly striving to demonstrate superior adequacy through super-competence, perceived coworker incompetence is inaccurately interpreted and attacked as resistance to the SuperManager's quest for perfection. Executives were coached to use empathy (perception and accurate interpretation of behavior) to gain insight into the psychodynamics of their workplace interactions and the counterproductive consequences of an aggressive management style. This concept was conveyed through the interpretive lens of threat, anxiety, and defense encountered by the executive struggling for survival in an intensely competitive business environment. Insights gained by the executives were used to develop interpersonal management strategies reflecting increased emotional intelligence and decreased aggression. These findings stand in contrast to bullying

and mobbing theories which hold that abrasive executive behavior is both intractable and malevolently motivated. Further research is needed to develop and demonstrate the effectiveness of interventions designed to reduce workplace suffering caused by abrasive executives.

Thesis, empirical, qualitative.

Fenner, Douglas E. (2005). Linking succession planning to employee training: A study of federal employees. Thesis. University of San Diego, California. ProQuest Dissertations and Theses.

The purpose of this study was to examine whether differences emerged in federal male and female middle managers and supervisors' perceptions concerning organizational career development culture, succession planning components used for linking employee-training activities, reasons for succession planning and barriers impacting succession planning within their organization. Quantitative methodology supported this research study. A test-retest of the eighty-two-statement survey instrument was conducted for reliability among 40 participants (20 male and 20 female). The survey was then administered to 300 federal middle managers and supervisors (150 male and 150 female). Participants' grade level ranged from general schedule (GS) GS-12 to GS-15. Of the 300 surveys, 152 (51 percent) were returned. Grade level and gender were used as independent variables. The survey statements were identified as dependent variables. One and two-way ANOVA's were used to test the twelve hypotheses. The study revealed four categories that referenced gender differences in perceptions concerning the need to promote organizational career development culture: (a) communication; (b) morale; (c) career development; and (d) coaching and mentoring. Seventy-one percent of female participants at the GS-13 and GS-14 grade level responded with negative perceptions concerning these four categories. The theme that generated the most significant difference in support by both management level and gender was job rotational assignments. The themes of increased job opportunities, changing workload demands, database automation, identifying organizational short and long-term goals, and monitoring individual development plans were identified as participants' primary reasons for succession planning. Additionally, findings suggest that: (a) overburden of work; (b) managers placed in key positions without the necessary qualifications; (c) insufficient support from senior executives; and (d) senior executives' quick fix attitude were recognized as barriers impacting succession planning. Overall, 55 percent of the survey statements produced significant differences ($\alpha = .05$). The findings resulted in four primary recommendations: (a) a need for additional research; (b) establishment of organizational career development culture; (c) implementation of a coaching and mentoring program; and (d) implementation of a succession-planning program. Both a coaching and mentoring model and a succession-planning model are included in this study.

Thesis, empirical, quantitative.

Hopf, A. Gidget (2005). The nature of executive coaching from the perspectives of the coach, executive and followers. Thesis. The George Washington University, District of Columbia. ProQuest Dissertations and Theses.

Executive coaching has become a popular vehicle for developing senior leaders within organizations. It is, however, a young and emerging field. This study contributes to the current body of literature by presenting a single case that describes the coaching experience of one senior executive. Interviews with the leader, his coach, followers and non-followers reveal their perceptions of how executive coaching has affected this leader and those around him. Unlike most of the research to date, this study did not find that the leader changed significantly as a result of the coaching. Findings revealed that several factors influenced

coaching outcomes. The organizational context of revolutionary change, the leader's position and the training and experience of the coach are factors that influenced the coaching experience and subsequent outcomes. Followers and non-followers did not report significant behavioral changes as a result of executive coaching. Finally, the leader was not perceived to be more transformational after a year of executive coaching.

Thesis, empirical, quantitative.

Krefting, Daniel Victor (2005). Knowledge seeking practices of healthcare leaders in a learning organization. Thesis. Royal Roads University, Canada. ProQuest Dissertations and Theses.

This qualitative action research discovers the knowledge seeking practices of four healthcare leaders in a learning organization. Leaders were interviewed individually using questions created through a review of Knowledge Management, Leadership and Learning Organization literature. Findings were that these leaders engaged in effective knowledge seeking practices, key knowledge individuals were their most important knowledge resource, and peers and executive leaders had most of the knowledge these leaders needed. Leaders' knowledge seeking practices focused on relationships, communication, and inquiry and dialogue. Coaching and mentoring were identified as opportunities, and a lack of time creates challenges to knowledge seeking. Most important, there was a gap between leaders' current knowledge seeking practices and learning organization oriented knowledge seeking practices. Recommendations related to addressing this gap included continuing to support competency based performance management systems, and increasing learning organization and experiential oriented learning opportunities for leaders, including self-management, and meeting-leadership learning opportunities.

Thesis, empirical, qualitative.

Luebbe, Deborah M. (2005). The three-way mirror of executive coaching. Thesis. Union Institute and University, Ohio. ProQuest Dissertations and Theses.

The purpose of the study was to investigate executive coaching practices, coach behaviors, attributes, and skills that result in the most effective coaching outcomes as perceived by three groups - the coach, the coachee who is the recipient of coaching, and the human resource brokers of coaching services in an organization. In the qualitative phase of the research, thirteen participants were interviewed regarding their experiences of executive coaching. These interviews included representatives from the coachee and coach populations as well as the human resources areas. The quantitative phase of the research was conducted through a survey with sixty-six participants including coaches from a wide range of internationally recognized coaching firms, coachees from a variety of industries, and human resource professional from health care, manufacturing, and financial services. Results of the research indicate that trust is the highest rated coaching attribute of primary importance to all rater groups signaling the primacy of the relational aspects of coaching as the first gate to moving forward with other interventions. In addition to trust, other key themes that emerged from the data include the importance of the coach's ability to (1) analyze, synthesize, communicate valuable insights from assessment data; (2) to provide candid, direct feedback; (3) to foster independence in the coachee by providing methods, techniques, and tools, that facilitate self-awareness and behavior change beyond the initial engagement; (4) to build partnerships with human resource brokers of coaching services inside the organization; (5) and for the coaching community to establish a universally agreed to set of coaching competencies and practices. The study also revealed that executive coaching is perceived as a helpful intervention when coaches are

appropriately matched with coachees and the organization adequately communicates the purpose, philosophy, and intent of the intervention.

Thesis, empirical, quantitative and qualitative.

McClelland, Rob Campbell (2005). The executive coach's experience: A qualitative phenomenological exploration. Thesis. Regent University, Virginia. ProQuest Dissertations and Theses.

Organizational leadership is facing unparalleled challenges due to the intensifying complexity and escalating pace of business in the post-modern world. Executive leadership development, especially in the area of change management, will be an increasingly important segment of training for the foreseeable future. Needed is an intervention that helps executives to help themselves as the leadership landscape changes before their eyes. Enter executive coaching. Unlike business coaching or lower-level leadership coaching, executive coaching addresses the development needs of those at the top of the organizational ladder. The executive coach has entered the leadership development field with amazing force, especially considering that the coaching profession currently requires no license, no accreditation, and no training. However, the executive coach produces results. So what does the executive coach actually do? How does the coach experience this new leadership development intervention? This research explores the experience of the executive coach. Using qualitative phenomenological methodology, this study reveals the lived-experience of practicing coaches. Data collection by means of long interviews produced thick, rich descriptions of coaching. The data, subsequent to phenomenological data analysis, revealed seven universal constituents of the experience: (1) Authentic Hope and Understanding, (2) The Big Exploration, (3) Intense Client Focus, (4) A Valuable Affinity, (5) Coaching as Art, (6) Candid Assessment, and (7) Parting with a Growing Friend. The research examines the experiential elements of each constituent, including exploring the thirty themes that comprise the larger universal constituents. Finally, the research contains recommendations for current coaches, those considering a career in the executive coaching field, and key coaching constituencies (including executives, human resources professionals, consultants, therapists, etc.). The study concludes with suggestions for future research in the new and growing world of executive coaching.

Thesis, empirical, qualitative.

Olsen, Catherine M. (2005). Potential coaching clients and their perceptions of helpful coaching behaviors: A Q-methodological study. Thesis. Kent State University, Ohio. ProQuest Dissertations and Theses.

The purpose of this research study was to investigate the perceptions of middle managers, in a multimedia corporation, regarding their perceptions of helpful coaching behaviors. To date, much of the literature concerning executive coaching has focused on the coach as expert, with a structured format. Based in modernist thought, this approach stresses the use of objective data and the expertise of the coach to assess for and plan intervention. Another perspective, based in postmodern thought, embraces the concepts of subjective experience and multiple realities. This research explored the perceived deficit of knowledge regarding potential coachees' beliefs of helpful coaching behaviors. Q Methodology, chosen to provide the framework for studying subjective data, is a process that examines relationships among people. Phase I of the study began with interviewing nine middle managers, in the multimedia corporation, regarding their perceptions of helpful coaching behaviors. From the interviews and related literature, 47 items were constructed and were used as the Q sort items in Phase II of data collection. To complete the Q sorts, 47 middle managers, in the same multimedia corporation, volunteered to rate their perceptions of helpful coaching behaviors. The 47 items were sorted, on a continuum of least (-4) to most (+4) helpful,

with 0 considered to be neutral. The 47 Q sorts were correlated, factor analyzed, and their factor scores computed using the PQ Method 2.11 computer program (Schmolck & Atkinson, 2000). Five factors emerged, respectively presented, with the following themes for preferences in coaching: directive, collaborative, pragmatic, integrative, and facilitative. Individuals on two factors preferred a Modernist approach of the more traditional, direct, and company-oriented coaching. Individuals on the other three factors indicated postmodern preferences based on collaborative- or facilitative-based coaching techniques. The results of the study suggest that preferences for a variety of coaching styles exist, and further research within different corporate cultures is recommended. The data-evidenced facilitative and collaborative preferences for coaching may suggest a role for counseling in the executive coaching field. However, as postmodern thought upholds the value of multiple realities, this is but one possibility among many regarding coaching preferences.

Thesis, empirical, quantitative and qualitative.

Salvano, Claudia Roberts (2005). Effect of a community college leadership development program on the leadership behaviors of community college administrators at a Florida community college. Thesis. University of Florida, Florida. ProQuest Dissertations and Theses.

The purpose of this study was to explore the theoretical framework of leadership development by examining two strategies for growing leadership talent. The first approach asserts that through executive coaching, professional development, and personal effort, leaders can learn new skills, change their behaviors, and subsequently take on broader leadership responsibilities. The focus of this approach is on the identification and subsequent improvement of the individual personality attributes that are associated with leadership qualities. The second approach suggests that, in the absence of talent, attempts to develop and improve weaknesses will be met with little, if any, success. Skills and knowledge can be improved through training; however, without talent, the trainee will be limited in his ability to transfer newly acquired skills from one situation to another. This was an ex post-facto study that involved a descriptive analysis of pretest and posttest data that were collected using the Occupational Personality Questionnaire (OPQ). The OPQ was administered to community college administrators when they began the Leadership Development Program at a Florida community college. Pretest OPQ scores identified strengths and weaknesses of each subject's personality traits (attributes). Subjects used this information to prepare individual learning plans (ILP) that they followed for the next 12-months. Following the posttest, additional data were gathered during one-on-one interviews with a subgroup of seven subjects. Findings showed that: (a) the subjects experienced substantial learning and improvement on some attributes, and little or no learning and improvement on others; (b) males improved their existing talents and strengths; and (c) females improved their identified weaknesses. According to the subjects who were interviewed, the most valuable learning experiences were those that allowed them to put their leadership skills to use right away. Experiences included: (a) active participation on collegewide, local, or statewide committees; (b) start-up responsibility for a new program or new initiative; and (c) highly visible activities that have collegewide policy implications. Community colleges should ensure that employees are placed in jobs where they can fully utilize their talents. Active learning experiences and opportunities for future leaders to apply their skills should be provided also.

Thesis, empirical, quantitative and qualitative.

Siao, Andrew Tseng (2005). Executive coaching: A quest into the journey of the executive's change. Thesis. Peabody College for Teachers of Vanderbilt University, Tennessee. ProQuest Dissertations and Theses.

At the end of 4 months of providing coaching sessions to three business executives in China and Taiwan, I identified factors that engender cognitive or behavioral change through studying documents generated during the process. Being isolated at the top, politics, insufficiency of followers' capabilities, plus problems occurring in various situations prompted these executives to seek help. Their desire to achieve more, aspiration to leave a legacy behind, resilience to frustration, and self-awareness made these executives persist on the course. Asking questions, listening, demonstrating a positive attitude, being trustworthy, showing passion and care, and focusing on executives' own agendas encourage change. Guidelines to think, versatile learning methods, and some pressure and time to contemplate and experience are vital. This study found that focusing accurately and rapidly on goals aspired to by executives/organizations, following-up to ensure learning takes priority over competing tasks, and having tools for learning would further enhance the coaching. In conclusion, executive coaching draws from a wide range of theoretical bases that it would be dangerous for anyone without such knowledge to enter.

Thesis, empirical, qualitative.

Steinwedel, Janet S. (2005). Dream work in leadership coaching: An exploratory study. Thesis. Fielding Graduate University, California. ProQuest Dissertations and Theses.

Prior studies indicate the value that coaching has in the development of our corporate leaders due to its focused approach on an individual's strengths and weaknesses. There are also many studies showing the value of dreamwork on self-knowledge and personal growth. In this study, the two approaches coaching and dream study are brought together in an exploratory look at four individual cases and over 20 dreams to determine if the two can be manipulated in a way that they can create synergies that benefit our leaders. To that end, the research challenge at hand becomes "Dream Work in Leadership Coaching: An Exploratory Study." Three sub-questions assist in managing the direction: (a) What can dream work contribute to the practice of leadership coaching; (b) How can coaches prepare themselves for introducing dream work in their practice; (c) How can we study the effects of dream work in coaching? Two instruments were used as pre- and post-tests to add a descriptive lens. Participants kept a dream journal and completed the PMID (Personalized Method for Interpreting Dreams) as a first blush analysis prior to their coaching meetings. Twenty-one dreams were collected and analyzed. The researcher/coach also kept a journal of post-session notes. While the sample was small, the outcomes certainly substantiate the value of the exploration. Participants reported they found great value in the process, learned a lot about their emotions and feelings, felt their leadership was impacted, and found the coaching support to be an important lever. In conclusion, it is my experience that dream work can be successfully managed with executives through a coaching engagement and it speeds up the rapport-building process between the coach and coachee. Additionally, root issues seem to surface much more quickly than with traditional coaching methods. The analysis surfaced two other primary insights, provided reinforcement of other study findings and identified some ideas for further research. As other studies have shown, this study suggests that dream work does bring about emotional growth, including self-awareness, insight into feelings, clarification of anxiety and a portfolio of images for effective future decision-making. There were two new strong insights: (a) dream work is a process of purification; and, (b) a new approach to coaching might be "integrative leader coaching" and the coalescing of an important coaching methodology that satisfies the concern about credentialing in the field of Coaching. Several ideas for further research surfaced and include, more diversity among study participants and a longer period of time to study this process.

Thesis, empirical, qualitative.

Torrence, Leslie Y. (2005). An assessment of the effects of budget-related one-on-one training at the Bureau of Land Management in Anchorage, Alaska. Thesis. Walden University, Minnesota. ProQuest Dissertations and Theses.

The Olivero, Bane, and Kopelman one-on-one executive coaching model was used to assess the effects of budget-related one-on-one training at the Bureau of Land Management (BLM) in Anchorage, Alaska. The purpose was to show if individualized, one-on-one training improved the efficiency and effectiveness of budget planning, tracking, and reporting (BPTR) by more than 50%. This study added a nonequivalent control group design and triangulated qualitative and quantitative research methods to collect and analyze data via literature, observation, before- and after-training surveys, one-on-one training, and the BLM's management information system (MIS). Pearson correlations indicated no relationship between demographics of the participants (N = 16) and improvement. Validity of the paired t and two-sample t tests was affected when business processes changed to accommodate corrections. However, a binomial sign test indicated a significant relationship between training and improvement. Understanding of BPTR improved more than 50% on average for 16 employees, who are now better able to speak the language of BPTR, defend themselves when the MIS data go astray, provide leadership, prioritize their efforts, and account for funding. Other benefits are saving money, taking advantage of the 2-year budget cycle, and processing time-sensitive procurement documents to accomplish the public's high-priority energy development, cultural, legal, and environmental work. The results of this study suggest government agencies that employ this model to enhance BPTR can move toward improving the perception of government accountability with the American public.

Thesis, empirical, quantitative and qualitative.

2004

n = 13

Boespflug, Scot Alan (2004). Attitudes of future male business managers towards seeking psychotherapy. Thesis. The University of Iowa, Iowa. ProQuest Dissertations and Theses.

This study examined male future business managers' attitudes towards two modes of professional psychological help-seeking: traditional psychotherapy and executive coaching. This study also examined the relationship between male Gender Role Conflict and depressive symptoms. The current study provided empirical evidence that some male future business manager's may prefer alternative forms of psychological help-seeking such as executive coaching. A web-based survey was conducted with male MBA students or recent graduates living in the US. Out of 212 MBA programs that were emailed to participate, 140 students completed the on-line questionnaires. Regression analyses were conducted. Results suggested that men's scores on the Restrictive Emotionality subscale of the GRCS was negatively related to professional psychological help-seeking attitudes and there was a positive relationship between men's Restrictive Emotionality and endorsement of symptoms of depression. Also, the Restrictive Affectionate Behavior Between Men subscale was negatively related to seeking executive coaching help-seeking. This implied that as men did not restrict their emotions, they also endorsed executive coaching help-seeking. Participants also had a preference for traditional help-seeking versus executive coaching help-seeking. These results suggested that future male business managers,

depending on factors related to masculine role socialization such as restricting one's emotions and comfort with affectionate behavior between oneself and others, may prefer differing modes of psychological help-seeking.

Thesis, empirical, quantitative.

Bush, Mary Wayne (2004). Client perceptions of effectiveness in executive coaching. Thesis. Pepperdine University, California. ProQuest Dissertations and Theses.

The research question posed in this study is "What constitutes effectiveness in executive coaching from the client's perspective?" Using a phenomenological methodology, six elements of effectiveness were identified from in-depth interviews. All participants were executives who had received coaching and had assessed it as effective. The study's conclusion is that coaching is perceived as effective when the client is motivated and committed to the coaching process, working with a seasoned coach with whom there is positive rapport, and the coaching engagement is supported by a structured process and focused on development. Other important elements are the coach's contributions (background, experience, expertise, roles, and personal qualities), including others in the coaching process, and achieving results that benefit the client. Effectiveness in executive coaching was found to be a shared responsibility of three constituents: client, coach, and organization. The client brings motivation, willingness to be coached, openness to the process, and commitment to do the work. The coach provides experience, personal qualities that foster rapport, trust and credibility, and tools, models, processes, and resources that will benefit the client. The organization offers a culture that supports development and learning, sponsoring and paying for structured programs. The small size of the research sample was a limitation of the study, making it difficult to generalize the findings to a larger population. The role of the client's boss and peers in the effectiveness of executive coaching was not addressed, and the study did not provide any examples of financial "return on investment" for executive coaching. Lastly, the coaching programs were not identical in the two sites studied, and some participants were not part of any formal program. Recommendations of the study include using the six factors to help coaches and clients assess and improve the quality of their coaching engagements. Coaches are encouraged to enhance their credibility with clients by continuing their own personal development work, and developing a network of trusted professional referrals. Organizations should give clients a role in coach selection, and offer opportunities for coaches to learn about the organizational culture within which the clients operate.

Thesis, empirical, qualitative.

Dawdy, Gwynne N. (2004). Executive coaching: A comparative design exploring the perceived effectiveness of coaching and methods. Thesis. Capella University, Minnesota. ProQuest Dissertations and Theses.

This research measured the effectiveness of executive coaching as perceived by executives who have experienced executive coaching for 6 months or longer, with weekly sessions lasting between 30-60 minutes each. These executives were grouped into six personality-type groups based on their combined personality-type as was measured by the PeopleMap(TM) Questionnaire. These type groups are the leader-free spirit type, the leader-task type, the leader-people type, the free spirit-task type, the people-task type, and the people-free spirit type. It also compares the effectiveness of methods involved in executive coaching as perceived by the different personality-types. Additionally, this study explores whether or not there are differences among the personality-types regarding the degree to which they viewed the improvement of their behavior and the time frames necessary for this change because of executive coaching. Furthermore, this study addresses the desired background of executive coaches as is

perceived by the executives. It was hoped that this study would offer insight critical to strengthening executive coaching. Demands for higher performance from executives and employees are growing and the need for external resources is expanding. One of the fastest growing resources for leaders is executive coaching. Additional research may lead to making improvements in the field which can further enhance executive coaching. This study was designed to add to the body of knowledge in executive coaching by studying the overall perceived effectiveness of executive coaching as well as by comparing the six personality-type groups to discover whether or not different personality-types perceive executive coaching differently.

Thesis, empirical, quantitative.

Dingman, Myra E. (2004). The effects of executive coaching on job-related attitudes. Thesis. Regent University, Virginia. ProQuest Dissertations and Theses.

This dissertation investigated the effects of executive coaching by examining the relationship between the executive coaching process and the quality of coaching relationship on self-efficacy and four job-related attitudes including job satisfaction, organizational commitment, work/family conflict, and family/work conflict. Developing two new measures of the executive coaching process and the quality of coaching relationship (the executive coaching experience), this study tested three alternative models hypothesizing the relationships between the executive coaching experience and both self-efficacy and four job-related attitudes. Survey data was collected from 104 executives working in organizations. The results indicated that the executive coaching process was statistically significant with job satisfaction, while the quality of the coaching relationship had a negative relationship to job satisfaction. Further, the quality of the coaching relationship related to higher self-efficacy in the executives. The findings indicated that one self-related and one job-related outcome was determined from an executive coaching relationship.

Organizational outcomes were unsupported.

Thesis, empirical, quantitative.

Dunn, Paul E. (2004). Client's perception of change as result of a professional coaching relationship. Thesis. Chestnut Hill College, Pennsylvania. ProQuest Dissertations and Theses.

Professional coaching is a rapidly emerging field in the clinical practice of psychology. A professional coach is an individual who specializes in guiding clients through the use of behavioral means toward greater personal development and toward the achievement of meaningful goals. Though there are many published articles describing coaching, there appears to be a lack of research demonstrating the effects of being coached. This study was designed to begin the process of demonstrating the effects that coaching has on clients in the field. It was hypothesized that clients who were coached for at least six months would perceive a meaningful change in their overall problem solving abilities, sense of self-efficacy, and satisfaction with life. Eighty participants were enrolled in this study. The average age of the study participants was forty-six years old. Seventy-seven of the participants lived in the United States, two in Canada, and one in the United Kingdom. The majority of participants (94%) were college educated and 56% held advanced degrees. Participants held a variety of occupations ranging from corporate executives to government lobbyists. Eighty participants met the research criteria and completed a questionnaire and a survey. The questionnaire investigated the reasons that these clients hired their coach and their greatest take-away experiences from being coached. The survey, made up of thirty Likert scale items, was designed to determine whether or not the population perceived a meaningful change in the way that they viewed their problem solving abilities, sense of self-efficacy, and satisfaction with life as a result of being

coach. A frequency distribution of the group-responses for each of the thirty items was created and converted to percentages and then graphically represented to demonstrate the rate with which the population agreed or disagreed with each of the items. All study participants were coached by Master Certified Coaches, recognized by the International Coach Federation, for at least six months. Participants hired their coaches for three main reasons; (1) to become more effective at setting and reaching career goals, (2) to create and experience a more fulfilling life, and (3) for the experience of personal growth. They expressed four common taken away experiences from being coached; (1) an increased ability to handle problems that occurred both in and out of work, (2) a deeper sense of self-awareness and an increased sense of self-efficacy, (3) a positive relationship that encouraged personal growth, and (4) an increased feeling of satisfaction with life. The frequency with which the study population agreed or strongly agreed with the items that referred to changes in their problem solving abilities, sense of self-efficacy, and satisfaction with life, suggests strong support for the hypothesis that clients who have been coached for at least six months would perceive a meaningful change in their problem solving abilities, sense of self-efficacy, and satisfaction with life. The results of this study begins to offer evidence that coaching can have a positive effect on the way clients view their over-all problem solving abilities, self-efficacy, and satisfaction with life. More research needs to be done to further investigate the significance of these changes.

Thesis, empirical, quantitative.

Duran-Whitney, Marie (2004). Understanding occupational stress and mental health in aspiring small business owners. Thesis. Alliant International University, San Francisco Bay, California. ProQuest Dissertations and Theses.

Small business creation is not only vital to the U.S. economy, it exemplifies many of the values of contemporary American society including individualism, risk taking, innovation, growth, and the prospect of generating wealth. Although large corporations continue to dominate the landscape of industry in the U.S., the spirit of small business entrepreneurship continues to thrive. Yet, the odds for success are not in favor of the aspiring small business owner, with nearly half of all new businesses failing after 4 years. Such a high failure rate would suggest considerable financial and emotional stressors for the aspiring small business owner. Indeed, it is a commonly held belief that small business owners are likely to experience high levels of stress. Additionally, many researchers have linked occupational stress and strain to negative mental health consequences such as burnout, anxiety, depression, inter-personal and family conflict, and overall diminished quality of life. The purpose of this conceptual-analytic investigation is to examine the scholarly literature in order to better understand the potential mental health needs of aspiring small business owners concerning occupational stress. This investigation explores an area of psychology where clinical, health, and occupational issues intersect. By examining the research on new venture creation, work stress, risk factors, and intervention techniques, this study offers suggestions to clinical psychologists who would provide services to this population. Thus, an organizing model for intervention is proposed in which consulting, executive coaching, and psychotherapeutic approaches are integrated into a practical framework. In addition, suggestions are made regarding the delivery of services to this occupational group.

Thesis, conceptual.

Eldemire, Flavia L. (2004). "SuperLeadership": The impacts and implications for public education. Thesis. University of Massachusetts Amherst, Massachusetts. ProQuest Dissertations and Theses.

This study tested the hypothesis that "SuperLeaders" impact other leaders. Thirty-two Superintendents and Principals from the Commonwealth of Massachusetts participated in this study. Superintendents were nominated by their peers as demonstrating "SuperLeadership" characteristics according to (Manz, 1996). Each superintendent completed a Superintendents' SuperLeadership Style Inventory. This was a 48 item self-rating questionnaire regarding their SuperLeadership Style. Responses to the questionnaire range from (Definitely not true - to Definitely true). These correlated at 1. Principals received the following instrument: The Principal Perception of their Superintendent SuperLeadership Style Inventory, a Job Satisfaction Inventory (JDI), a Principal Job Efficacy, and Principal Job Effectiveness instruments. In order to perform data analysis, pairs were formed to include a Superintendent and Principal from the same school districts. The data results show that there was no direct correlation between Superintendents' SuperLeadership Style and their Principals' perception of their Style influencing principals' behavior. There was a direct correlation between Job Effectiveness and Job Efficacy. This demonstrated a 30% shared variance between the two variables Job Effectiveness and Job Efficacy, and it suggests that the higher a Principal's performance, the higher the level of efficacy the Principal style does not differ whether they were grouped in the high, middle or low group. However, there was significant statistical difference in how the Principals perceived their Superintendents' SuperLeadership Styles among the three groups. The results also show no statistical differences in their ratings of Principals' Job Self Efficacy and Job Effectiveness. However, regarding Job Satisfaction as measured by Supervision and People at Work, there was a statistical difference. The results do show that according to Principal self-rating that Superintendents with SuperLeadership characteristics can have employee who will have greater job effectiveness, greater job self-efficacy, and higher job satisfaction. Leadership skills can be acquired when a person studies, understands or engages in the various elements of this model. When incorporated into an individual's leadership role, these yield the greatest effectiveness. While the aforementioned statement addresses a work environment, this does not preclude leaders' development in home or family situations, and or its impact on personal relationships. Effective leaders understand that empowerment of subordinates to develop a strong sense self-leadership has its cost and its benefits. The benefits may be stronger task commitment, increased opportunities for leadership development, reduced administrative cost, and better customer service. On the other hand, the cost could decrease productivity when agreeable objectives and priorities are not clearly defined. In essence, SuperLeadership and its constructs are useful for practical purposes that can be used to enhance a person's life. In regards to Training and Development, it is estimated that organizations spend an enormous amount of money on leadership training - \$3.5 billion, according to ASTD www.astd.org. While training may vary from one organization to the next, Super-Leadership and its constructs can be used as a fundamental component in Management Development training and for organizational effectiveness. It can be also be customized for the following areas to yield the greatest optimal performance: Superintendents' training, Principal training, Managerial training, Parent Effectiveness training, Life Skills training, Counselor Education training, Teacher training, Executive Coaching, and Career Development. (Abstract shortened by UMI.)

Thesis, empirical, quantitative.

Gonzalez, Ada Luz (2004). Transformative conversations: Executive coaches and business leaders in dialogical collaboration for growth. Thesis. Union Institute and University, Ohio. ProQuest Dissertations and Theses.

This qualitative, phenomenological study addressed the following research question: "What is the lived experience of executive coaches who coach business leaders using a collaborative style?" Using collaboration and dialogue as a framework of inquiry, this study explored how this particular approach is

utilized by executive coaches in their work with leaders. Twelve executive coaches, six males and six females, were selected among those responding to a statement, sent by email, to executive coach members of several coaching communities known to promote a collaborative style of coaching: International Coach Federation, Coaching Training Institute, College of Executive Coaching, and Mentor Coach. I contacted each person who replied and the appropriateness of the volunteer was ascertained. Inclusion in the study was dependent on whether the participant considered that she or he worked in a collaborative style; the individual was willing to join in a semi-structured, in-depth, open-ended interview; and was willing to commit the necessary time for an interview and a follow-up group-focus interview. Most interviews were done by telephone and audio taped with the consent of the participant. After reduction and thematic analysis, five substantive themes were identified: (1) the personhood of the coach, (2) elements of the process and practice of executive coaching, (3) collaboration, (4) dialogue, and (5) authenticity. The following general reflections were gleaned from the study: (1) dialogue and collaboration are perceived as vital in coaching and in the transformation of leaders, in that they provide a non-judgmental and safe space for reflection and exploration that can give birth to new meanings and creative action; (2) there are specific aspects of dialogue that distinguish the coaching situation from other kinds of dialogue, and which executive coaches perceived as helpful; (3) the degree of authenticity on the part of the executive coach is both a prerequisite and vehicle for successful coaching; and (4) the combination of action and reflection, under the gentle probing by a collaborative coach, is essential for transformative learning to occur in business leaders.

Thesis, empirical, qualitative.

Kinloch, Katherine Ann (2004). How can executive coaching enhance health care leadership capacity to meet performance targets? Thesis. Royal Roads University, Canada. ProQuest Dissertations and Theses.

This study examined the inter-relationship between executive coaching and leadership capacity of health care leaders in order to meet identified performance targets. The study led to recommendations on how leaders can be supported in their leadership practice through an executive coaching initiative. Focus groups and surveys were conducted with leaders during the study. Data were gathered to determine what, if any, impact on performance these leaders believed the executive coaching experience had on their ability to meet predetermined targets. Leaders found the executive coaching experience was a key enabler for them in achieving their targets. Emerging themes were identified and recommendations to Fraser Health, the sponsoring organization, were made for future leadership development strategies based on the findings of the study. Executive coaching was found to be a positive influence on the ability of the health care leader to meet performance targets and increase leadership capacity.

Thesis, empirical, quantitative and qualitative.

Martell, Nicole Gallipoli (2004). The voice of leadership: Critical success factors of executive women. Institute for Graduate Clinical Psychology, Thesis, Widener University, Pennsylvania. ProQuest Dissertations and Theses.

For years women have struggled to have the same opportunities as men in the workplace. The discovery of the glass ceiling as a type of institutional barrier that held women from reaching management positions has been used as an explanation for several decades. More recently, there has been the expectation that since women have broken through to middle management positions that they should invariably be in a proportionate number of senior management positions within organizations. However, this remains to be seen as a fact of women in organizations. Many explanations have been investigated as to what holds

women back from succeeding at the executive level. There has been less discussion as to what some women have accomplished to get to the top executive level, and these discussions have mostly been based on large-scale surveys of these women. This study aimed to utilize a constructivist grounded theory of qualitative methods to obtain comprehensive data from executive women. Data collected and thoroughly analyzed yielded four critical factors for the success of these executive women including passion, support, balance, and caring. By utilizing these critical success factors, suggestions are made for executive coaching engagements with high potential women in the workplace. Furthermore, recommendations are made for organizations on ways they can use the information from these critical success factors to aid in the identification and retention of high potential women.

Thesis, empirical, qualitative.

Skipper, Charles O. (2004). An analysis of leadership behaviors in the construction industry: Identification of influences that develop top performing project managers and engineers. Thesis. Clemson University, South Carolina. ProQuest Dissertations and Theses.

The construction industry is a large and significant portion of the United States national economy. The impact of the industry is felt in both direct and indirect job creation, worker productivity, and in national defense. Numerous research initiatives are routinely funded to identify new procedures, processes, materials, equipment, computer applications, and other improvements that will enhance the performance of construction project managers. A central and important aspect of construction and project management has not been adequately addressed, that being the need for leadership skills. The construction industry is dominated by engineers of various disciplines who initially entered the field because of their interest in technical skills. However, there is an increasing need for engineers in project management positions to have leadership skills to enable them to obtain the maximum effort and results from their personnel. To date there has been little research dedicated to the subject. This research analyzed the leadership behaviors of two groups of construction project managers from a large and diverse construction company. A group of top performers was selected by corporate executives, and a control group was randomly selected from the residual population. A total of 35 top performers and 33 control group performers were ultimately evaluated through a 360-degree leadership evaluation process. The top performers were determined to have quantifiably better leadership behaviors than the control group. Another aspect of the research was to identify the causal influences that may have resulted in construction project managers achieving, or failing to achieve, a higher level of leadership skills. Through use of a supplemental questionnaire, hard data and opinions were analyzed and compared between the two groups of construction project managers. The data and analysis indicates that there are causal influences that may impact leadership development. Specifically; the number of job assignments prior to the first project manager assignment, years of experience as a construction project manager, reading and self-study, and coaching/mentoring, were all found to have a significant impact upon the leadership development of top performing construction project managers. Recommended actions for application of these influences to improve the development of leadership skills in construction project managers were provided for educators, corporate executives, and individual construction project managers.

Thesis, empirical, quantitative.

Trudeau, Denise A. (2004). Toward a conceptual model of executive coaching practices in organizations in the United States: A Modified Delphi Forecasting study. Thesis. The University of Nebraska - Lincoln, Nebraska. ProQuest Dissertations and Theses.

This study examined the phenomenon of executive coaching, a leadership development strategy, from the perspective of executive coaches practicing in the field. An extensive literature review provided insight to the identification of the various components utilized in an executive coaching program. The current literature on executive coaching fails to articulate a coherent model of executive coaching. A Modified Delphi Forecasting method incorporating a mixed-method design was conducted to gather information on the strategies, and processes of executive coaching. The dominant quantitative portion of the data collection was acquired through Likert-type scale item questions that asked respondents to rate items in these areas. The secondary qualitative analysis was conducted to identify common phases of the coaching process and to elaborate on key concepts of the study. Data analysis revealed group consensus in several key areas of executive coaching, including coaching techniques, the skills, and the relationship aspects essential to the clarification and further understanding of coaching practices in organizations in the United States. An eight-phase conceptual model emerged from expertise of executive coaches and the integration of concepts informed through the literature. Findings revealed group consensus in several key areas, including: specific coaching techniques, client outcomes, aspects of the coach and the client relationship, and the necessary components in the coaching process. Executive coaching is still intangible in its clarification of the definition, the techniques and the processes, yet the findings of this study provide direction for the field.

Thesis, empirical, quantitative and qualitative.

Turner, Carol Ann (2004). Executive coaching: The perception of executive coaching from the executive's perspective. Thesis. Pepperdine University, California. ProQuest Dissertations and Theses.

The perception of executive coaching from the executive's perspective is the topic of this descriptive study. The executive coaching described is specifically related to the following coaching behaviors: (a) asking questions, (b) listening, (c) giving feedback, and (d) building trust. The executives participating in this study are attending a 2-week Executive Program with a curriculum based on strategy, marketing, employee involvement and leadership. Internal executive coaches work with the executives to foster a deeper learning in coaching behaviors, business goals, and leadership competencies. Coaching begins at the Residential Training Center during the 2-week Executive Program and continues when the executive returns to work for 45 days through implementation of the project plan. A combination quantitative and qualitative survey was developed by the researcher to determine the executive's experience of the coaching behaviors. The survey then determines if these behaviors help transfer the learning to practical application of the business goals and leadership competencies. The survey was administered at the end of the 2-week training and again as a post survey 45 days after returning to work. The findings are that 60% of the executives rated the perceived coaching behaviors at a 4 (Agree) or a 5 (Strongly Agree) on the Likert Scale at the end of the 2-week training and again after 45 days. However, 60% of the executives rated the transfer of learning to practical application of business goals and leadership competencies below 4 (3 = Neither Agree nor Disagree; 2 = Disagree; 1 = Strongly Disagree) during that time period.

Thesis, empirical, quantitative and qualitative.

2003

n = 6

Clark, Robert Scott (2003). Leadership development: Continuous improvement through character assessment. Thesis. University of San Diego, California. ProQuest Dissertations and Theses

One of the keys to personal development is self-awareness as assessed by instruments such as the Myers-Briggs Type Indicator (MBTI) and the NEO PI-R, both of which are widely accepted reliable and valid indicators and measures of personality type. However, assessing the part of personality known as character presents challenges that are not adequately addressed by today's popular instruments leaving information needed for development incomplete or unavailable. An instrument that provides a reliable and valid assessment of character for leadership and personal development purposes could be very valuable. Qualitative methods were used for this study to investigate leaders' perceptions of the utility of using an existing instrument, the Temperament and Character Inventory (TCI), to enhance character awareness for the purposes of personal and professional growth and improving leadership skills. This study demonstrates that the TCI can be useful for enhancing such skills and development by helping leaders improve their self-awareness through character assessment. This study included two groups of respondents, the seven member executive group and the three member coaching group. The executive group completed the TCI, received feedback and assistance in developing an action plan, and each participant was interviewed to determine to what extent the TCI and this process was useful to them for improving self-awareness of character and for identifying ways they desired to improve their personal and professional skills. The coaching group participated by both completing their personal TCI process, and by working with selected executive group participants and the researcher in interpreting the executive participants' TO results and advising on action plans. The coaching participants were interviewed to determine their perceptions of the extent to which the TCI and this process were useful to them personally and useful to the executive participants they coached. Additionally, the coaching group was asked to recommend specific training approaches, methods and improvements to make the overall process more effective. This study demonstrated that the TCI and the methods used in the study can be useful for leadership development to those committed to professional and personal growth by using character assessment as part of a personal continuous improvement program. Some participants qualified their endorsement of the TCI and the process used for the study by suggesting changes.

Thesis, empirical, qualitative.

Fanasheh, Husam Abdalla (2003). The perception of executive coaching among CEOs of America's top 500 companies. Thesis. Pepperdine University, California. ProQuest Dissertations and Theses.

The study explored the perception of executive coaching among the chief executive officers (CEOs) of America's largest 500 companies as shown on Fortune magazine list of April 15, 2002. This study utilized an instrument of 12 questions. The questionnaire was sent to the CEOs of the top 500 American companies. A cover letter and a self-addressed, postage-paid envelope were provided. Attribute responses were coded and analyzed using several descriptive statistical tools. Out of the 500 targeted CEOs, 143 participated in this study. Seventy-six percent of the respondents demonstrated a good understanding of the basic concepts of executive coaching. Eighty-three percent were able to distinguish coaching from consulting, 61% stated that coaching can make their life somewhat better, 49% agreed on the idea of hiring executive coaches, and 32% declared that they had hired coaches. Those who never hired a coach showed a great deal of willingness (37%) to hire one. Sixty-two percent of the respondents indicated a preference for coaches from outside their organizations, 51% would search for one through human resources, 31% preferred sites off their company premises for coaching sessions, and 43% would

keep their coaching relationship confidential. Thirty-nine percent of the participants expressed the belief that coaching should not be limited to a specific management level, and 37% said they supported research related to executive coaching. Based on these findings, executive coaching can be considered as a worthwhile investment. Future studies may take a closer look at the details and characteristics of the coaching session, and may explore what is called the "trusted advisor," someone who is believed to be much closer to the client than is the coach.

Thesis, empirical, quantitative.

Fernandez, Claudia S. Plaisted (2003). How do chief medical officers exercise leadership? Thesis. The University of North Carolina at Chapel Hill, North Carolina. ProQuest Dissertations and Theses.

This study investigated the leadership experiences of Chief Medical Officers in not-for-profit U.S. health systems of various sizes. The focus of this study was to first distinguish those leadership skill domains most salient for today's physician executive and also to document how those leadership skills are executed in real-world situations. Leadership situations were identified and prioritized by a 2-round national Delphi process panel. These CMO leaders and their colleagues agree that the most important leadership skill for CMOs is building trust. After that, perspectives differ but CMOs point to communication skills, problem solving, organizational awareness, and learning from experience as the other most important skills of those presented. They use many strategies across the board in leadership situations, regardless of whether those situations turn out to be successful or unsuccessful - and all these leaders meet with failure at some point. They tend to rely on reasoning strategies, ingratiation, and coalition building in order to achieve their aims although that is not to imply that they do not find other strategies useful as well. They also tend to use more of their skills in situations of building trust and the fewest in decision-making situations. They tend to employ more strategies when they are successful and fewer when they meet with failure. Rarely, if ever, do these leaders use any skills in isolation - just as they tend to tackle multiple goals in their jobs, they rely on multiple leadership strategies to achieve their aims. The communication method most important to these leaders is face-to-face communication. In fact, there were hardly any other types of communication mentioned in their leadership stories and many of those were associated with failure. However the same strategies are used regardless of organizational size or community, academic, or religious affiliation. While all these leaders meet with failure, one of the few common threads in these situations is their failure to implement their proven leadership skills in their stories of unsuccessful building trust, persuasion, and decision making. The methods used in this study led to the development of the Coaching Exercise in Leadership Learning (CELL) tool.

Thesis, empirical, qualitative.

Ireland, Deborah Ann (2003). Job-embedded professional development: Teachers as adult learners. Thesis. Boston College, Massachusetts. ProQuest Dissertations and Theses.

The measure of school reform is increased student achievement. If the principal, as instructional leader, can change the culture of the school from isolation to collaboration and embed learning in the daily work of teachers, then a school can be transformed into a professional learning community and ultimately student learning can be improved through teacher learning. This premise provided the rationale for this case study. Peer coaching became the model of the collaborative job-embedded professional development for the study. Teachers were solicited for engagement in the project and four teachers in the school volunteered to be trained for work as peer coaches during the yearlong project. Documentation of their collaboration, learning and instructional changes were obtained through Collegial Climate

Questionnaires, interviews and journal summaries. This leadership project also investigated the role and responsibilities of the principal in creating a school environment that supports collaboration and peer coaching in a job-embedded model of professional development. The overall design of this research project was as a multiple, descriptive, case study, using two methods to interpret the data, within-case and cross case analysis. Peer coaching offered the necessary support to a teacher to coach, thereby enabling the teacher to bring a new knowledge under "executive control", and thereby having it become part of her teaching repertoire. It was through individual reflection and reflection with her coach that each teacher learned to make decisions about her practice resulting in her increased learning and improved student achievement. The findings supported the premise that teachers increased their collaborative practices with their partners and became more reflective in their practice. The data collected validated their learning and improvements in their instructional practices. The importance of a visible, supportive principal who provided the time, resources and expectation for collaborative work was emphasized in the findings. Additionally, the findings proved that collaborative work and in particular, peer coaching, depended on the establishment of a trusting relationship between the partners in order for them to take risks in their work.
Thesis, empirical, quantitative and qualitative.

Shireman, Joan (2003). Getting there from here: Variables associated with the adoption of innovation in public child welfare. Thesis. Portland State University, Oregon. ProQuest Dissertations and Theses.

Over one million children per year come to the attention of child welfare authorities in the U.S. Social work researchers and practitioners have developed innovative, evidence-based practices to serve children and their families, but have found the child welfare bureaucracy frustratingly impervious to change. New empowering practices are rarely taken up to scale. The intent of this study is to expand and elaborate on existing theories of the adoption of innovation as they might apply to child welfare. The researcher used qualitative methods to examine variables present in two urban child welfare offices in which an innovation called 'Strengths/Needs Based Practice' had been adopted. Aspects of current theory illuminate both the challenge of, and pathways to, diffusion of innovation in public child welfare. Unique aspects of the world of child welfare must be taken into account, including the amount of pressure workers feel daily, and the related need for an innovation to provide immediate relief, an increase in the experience of competence and control, and a variety of concrete structural supports for staff. Community context, both political and cultural, is much more important in public child welfare than previous innovations research would suggest. This leads to the need to articulate two new roles, community mobilizer and external advocate. Middle adopters benefit more from coaching than training, and are often neglected in implementation. This highlights the importance of the role of the supervisor or other staff as coach for the innovation. The structure of a bureaucracy, though daunting, can be powerfully mobilized behind the innovation. An innovation is more likely to be adopted when executives and managers create an authorizing environment, serve as champions, and exercise leadership in reshaping agency culture and community connections to align with the innovation. Agency structures such as paperwork, contracting, and budgets must be altered to align with the desired practice. The dance of the adoption of innovation is a balanced choreography of support and accountability; steps are identified that a social worker can take at many points in the system to improve the likelihood a desired innovation will be taken up to scale.

Thesis, empirical, qualitative.

Turner, Christine Elizabeth (2003). Executive coaching as a leadership development strategy Thesis. University of Toronto, Canada. ProQuest Dissertations and Theses.

This study examines the phenomenon of executive coaching, a leadership development strategy, from the perspective of executive coaches and executive clients. Grounded theory, an inductive qualitative research methodology, was used to generate a theory of executive coaching that emerged from the reported experiences of study participants. A conceptual framework, derived from the literature review, located executive coaching within a learning-centred, work-based development paradigm. A six-phase coaching model was developed to identify key stages in the coaching process. Interview questions addressed gaps brought out by the literature review. The literature failed to address properly both the conceptual framework and aspects of the executive coaching process. Nine executive coaches, nine executive clients, and one former client who had become an executive coach were located through theoretical sampling. Semi-structured interviews were conducted at specific points in the coaching process in order to explore participants' experiences of executive coaching and to locate its benefits, limitations, and factors that contribute to its success. Responses were analysed and coded using open, axial and selective coding. Coaches' and clients' responses were compared through the constant comparative method, and four primary categories and properties were identified. A storyline that captured the main concern of the participants was woven into a grounded theory of executive coaching. This theory states that executive coaching is a confidential partnership between a skilled coach and a willing client that is based on motivation, trust, action, and reflection, and which works through the medium of dialogue and continuous feedback. Executive coaching sets in motion a chain of learning with a broad sphere of influence. Its direct beneficiaries are the executive and the organization; but its benefits filter beyond the local arena to include the executive's personal life and the organization's employees. Interpersonal concerns such as leadership, authenticity, and self-awareness are typical coaching goals, and the effectiveness of executive coaching in achieving these goals is best measured qualitatively.

Thesis, empirical, qualitative.

2002

n = 6

Astorino, David Michael (2002). Executive coaching and adult development: An integration of perspectives. Thesis. Institute for Graduate Clinical Psychology, Widener University, Pennsylvania. ProQuest Dissertations and Theses.

This dissertation reviews and integrates (1) the practice of executive coaching with (2) adult development theory and research. In particular, the study focuses on Robert Kegan's (1982, 1994) constructive-developmental theory of adult development and how it informs the applied theories (also called "practice theories") and conceptual models of executive coaching. This exploration will contribute to the growing demand for psychologists to differentiate their executive coaching services from that of other professionals (Wasylyshyn, 1999; Hall, Otazo, & Hollenbeck, 1999; Garman, Whiston, Zlatoper, 2000). Furthermore, the adult development theoretical outlook of this dissertation will emphasize more "what is" executive coaching as well as "how to do" it (Laske, 1999). Such an emphasis can add to a thorough examination of psychological theories that underpin the processes of executive coaching with the hope of grounding the work in the applied psychological sciences. Also, this dissertation will contribute to distinguishing and delineating what psychologists, informed by theories of human development and trained in clinical practice, offer executive coaching clients that is unique and valuable.

Thesis, conceptual.

Charbonneau, Manuelle Anne (2002). Media selection in executive coaching: A qualitative study. Thesis. Alliant International University, Los Angeles, California. ProQuest Dissertations and Theses.

The current study examines the experiences and meanings of media selection for executive coaches and recipients of coaching who interact face-to-face, by telephone, by email and through video conferencing. Using a qualitative paradigm, the current study investigates (a) the dimensions of media selection in executive coaching according to coaches, (b) the dimensions of media selection in executive coaching according to clients, (c) how these dimensions relate to current models of media selection, and (d) how the experiences of executive coaches compare to the experiences of clients with regard to media selection. Through maximum variation sampling, ten executive coaches and ten clients were selected. One semi-structured interview was conducted with each participant. Grounded theorizing was used to generate an in-depth understanding of the phenomena under investigation. A final list of the ten dimensions of media selection in executive coaching was generated. The evidence converges with social interaction theories, with the access/quality theory and with the task-technology-fit theory. The current study does not support the social presence theory; rather, the process of media selection and the degree of presence of media in coaching appear to be socially constructed phenomena embedded in relational, behavioral and contextual variables.

Thesis, empirical, qualitative.

Hughes, Jacalyn L. (2002). Adjusting the mirror: Strategies for coaching executives with narcissistic personality features. Graduate School of Applied and Professional Psychology, Thesis, Rutgers The State University of New Jersey, New Jersey. ProQuest Dissertations and Theses.

An exploratory study was conducted to gather information on strategies employed by experienced psychologists who coach executives with narcissistic personality features (as defined by Maccoby, 2000; Kernberg, 1998; Kets de Vries and Miller, 1997). In-depth, semi-structured interviews were carried out with fourteen psychologists/executive coaches who practice independently or as partners in management consulting firms. At the time of the interviews, these psychologists had collectively coached nearly 3000 executives throughout the United States, Europe and Canada. A qualitative analysis was conducted to identify common themes arising from interviews. Identified strategies for effecting change included establishing credibility, developing rapport through empathy and mirroring, setting boundaries, providing feedback, dealing with emotional overreactiveness, curtailing grandiosity, increasing awareness of others, changing behavior, involving co-workers, education/reframing limiting beliefs, and authentic use of self. Results indicate that the prognosis for effecting deep, lasting change in executives with narcissistic personality features is guarded at best. Long-term (4+ years) coaching or therapy is required, and executives must be highly motivated. Coaches who work short term set modest goals, targeting only the most problematic behaviors and relying primarily upon simple behavioral strategies. Changes resulting from short-term coaching are often viewed as superficial, and their sustainability is questionable. Both long-term and short-term coaching efforts are enhanced through systemic interventions. Data analysis revealed a number of themes related to how narcissistic executives affect their organizations, and how their work groups and organizations are affected by them. Theoretical and practical implications of research findings are discussed.

Thesis, empirical, qualitative.

Serifsoy, Ipek (2002). A humanistic approach to sales psychology. Thesis. Saybrook Graduate School and Research Center, California. ProQuest Dissertations and Theses.

This thesis explored an emergent model for sales as an alternative to traditional and consultative selling models, grounded in the philosophies and skills of dialogue and appreciative inquiry. It is an integrative, comprehensive and multi-disciplinary model that draws from the fields of psychology, organizational development, executive coaching, communication, and spirituality. It employs threads from the work of Carl Rogers, such as unconditional positive regard and a person-centered way of being, and also of Chris Argyris, such as double-loop learning. Other attributes of this model include: a focus on creating generative relationships, listening to connect, generating internal commitment from the buyer, and attending to the sales process as a spiritual practice. A qualitative study was conducted by intensive interviews with eleven salespeople selected according to criteria that included at least five years experience working in a sales capacity and recognized success within their organization for their sales performance. They were asked to provide stories of times when they had successful sales experiences, focusing on what happened during their interaction with clients. (Abstract shortened by UMI.)

Thesis, empirical, qualitative.

Terrell, John D. (2002). Leaders and the psychology of leadership. Thesis. Institute for Graduate Clinical Psychology, Widener University, Pennsylvania. ProQuest Dissertations and Theses

Interest in leaders and leadership has been the subject of human curiosity and speculation for thousands of years. It has consumed hours of academic energy and page upon page in books, both scholarly and popular, and academic journals for the last seventeen years, especially since the advent of "Executive Coaching" in 1985. The field is simultaneously confusing and chaotic. What a leader is and does, how a leader is developed and selected is no better understood for the hours of study or articles written. Yet there is a crisis in American business, politics, and academia for the lack of leaders in their respective fields. This dissertation explores the problems in defining what a leader is and does, how they are chosen, especially in the corporate world, and what is expected of those who provide executive coaching. As such, it recognizes a void which professional psychology ought to fill theoretically, and to clarify academically through empirical means. Establishing the psychology of leadership as a specific body of knowledge and its practical application through executive coaching requires its recognition as a unique area of specialization within the field of psychology.

Thesis, conceptual.

Yoo, Euidong (2002). An examination of organizational effectiveness of the Korea Baseball Organization. The Florida State University, Florida. ProQuest Dissertations and Theses.

Organizational effectiveness has been a central theme in organizational analyses (Goodman & Pennings, 1977). How an organization effectively performs its functions has been deeply embedded in organizational literature no matter what the formation, system, or structure of organization. For sport organizations, effectiveness also collects considerable attention in sport management research, and the attention has been especially suited to elite sports. This study explored the organizational effectiveness of the Korea Baseball Organization (KBO), the governance structure of the Korean baseball league. The results of this study provide that subjects perceive KBO executives, coaching staffs, and KBO managers are the three most important constituencies for organizational effectiveness of the KBO. Additionally, they selected club owners, umpires, and KBO employees ranked next to the three constituencies. Implication of the results proposes that performances of groups and individual mentioned may play crucial role for operating the

KBO and the league effectively. Managers of professional sports league offices need to consider various perspectives based on the results. Effectiveness assessments were different between groups and individuals in the league office and in club teams. There was no significant difference between managements and employees, and individuals of front offices and performing groups. This result partially stands with Tsui's study (1990). The results reveal external constituencies and internal constituencies may assess differently on effectiveness of the league office. It is suggested that managers of the league office should consider external constituencies' perspectives on effectiveness because a unique structure of a professional league requires close relationship with club teams' individuals. Also, managers should understand they have their own models to assess the organization's effectiveness.

Thesis, empirical, quantitative.

2001

n = 9

Bell, Edward Francis, III (2001). Mapping higher education executive teamwork: The development of a systematic scheme to distinguish "real" from "illusory" teams. University of Northern Colorado, Colorado. ProQuest Dissertations and Theses.

A diagnostic instrument to examine the functioning of executive groups in institutions of higher education was developed in this study. The instrument differentiates between "real" and "illusory" teams along a continuum utilizing Concerns Based Adoption Model (CBAM) Innovation Configuration (IC) Map techniques. Differentiating between "real" and "illusory" teams allows the study of the development and effectiveness of executive teams. The instrument is a diagnostic tool for training and facilitating team development that examines the relationship between executive group member's espoused-theory and theory-in-use. An iterative four-phase process was employed to develop the Executive Team Configuration Map (ETCM): Phase I - development of a conceptual map (cluster map); Phase II - drafting of components and variations; Phase III - pilot testing at three institutions; and, Phase IV - final revision. The design of the ETCM follows the CBAM IC Map product and IC Map procedures (Hall & George, 2000; Hall & Hord, 2001; Heck, Stiegelbauer, Hall, & Loucks, 1981). The higher education executive team concepts were grounded in Bensimon (1991), Neumann (1991), Bensimon and Neumann (1993). The ETCM, used as a self-evaluation tool, or with a consultant, is an instrument that can be used to: (a) assist in self-analysis and reflection; (b) provide peer observation and coaching opportunities; (c) assist as an observation guide and for documentation of implementation of the innovation; (d) establish common language for consensus building around team functioning; (e) create a basis for training and development curriculum; (f) link organizational effectiveness and benchmarking; and, (g) provide for evaluation and research as fundamental elements for diffusion (communication of change). The ETCM is an evaluative tool. However, the author joins others in warning against use as a performance evaluation instrument. The author offers 10 areas for additional research.

Thesis, empirical, qualitative.

Bey, Doris Shuttlesworth (2001). Balancing the complexity of leadership and management in law enforcement agencies from an African American leadership perspective. Fielding Graduate Institute, California. ProQuest Dissertations and Theses.

This study was conducted to gather information and perceptions from the perspective of African American law enforcement leaders on standards, values, and challenges in law enforcement in order to contribute to the literature and to promote an understanding of the responses to critical issues in law enforcement leadership and management. The research design used for this study included a survey research method within an action-oriented research model. A survey was conducted with 40 African American Police Chiefs and Chief Executive Officers (CEOs). Participants were employed by local, state, and federal law enforcement agencies. Each agency provided a different focus on leadership practices in relation to their involvement with the community. An analysis of the survey results formed the basis for individual interviews with 10 Police Chiefs and CEOs. Participants in this study identified over 120 standards and more than 30 principles that are significantly critical to effective leadership practices in law enforcement among African American leaders. Eleven themes characterizing effective leadership emerged from this study: Perceived Leadership Challenges, The Necessity of Standards, The Importance of Work Ethics: Norms and Precepts, African American Performance Definition of Leadership and Management, The Value of Participative Decision Making, Issues of Rigidity and Inflexibility, Racism and the Double Standard, Self-Development and Continuing Education, Mentoring, Coaching and Nurturing, Enhancement of the Community Through Community-Oriented Policing, and Praise for and Affirmation of NOBLE. Findings further indicated that effective African American leadership should be an essential goal in successfully accomplishing the missions and practices of law enforcement in this millennium. In accordance with the action research model, findings from the research were incorporated into the design of a leadership curriculum to be implemented by a leadership institute for the development of African American law enforcement leaders.

Thesis, empirical, quantitative.

Bricklin, Seth Michael (2001). The RAPPORT program: A model for improving the emotional intelligence of executive coaching clients. Institute for Graduate Clinical Psychology, Widener University, Pennsylvania. ProQuest Dissertations and Theses.

Emotional intelligence - defined by Goleman (1998) as "the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships" (p. 317) - has received a considerable amount of attention in recent years. While the competencies associated with emotional intelligence were once dismissed by the business community as "soft skills," the leaders of many organizations have come to recognize that improving these "soft skills" can increase the hard numbers. The higher up one moves in an organization, the more important emotional competencies become. In fact, a lack of emotional intelligence is frequently the reason executives fail. Given the expense of hiring and training people for executive positions, programs designed to improve the emotional intelligence of executives are of considerable value to organizations. Guidelines for improving emotional intelligence within organizations have been developed and models of executive coaching exist that can be used to improve the emotional intelligence of executives. However, an executive coaching program that explicitly includes methods for facilitating the adherence to the guidelines has not, until now, been developed. Furthermore, past programs have not adequately addressed assessment issues or the methods for obtaining the necessary constituent validity. The goal of this dissertation is to synthesize existing knowledge in order to develop an executive coaching program that offers techniques for implementing the guidelines, providing a comprehensive method for assessment, and incorporating a model for obtaining constituent validity.

Thesis, conceptual.

Giacomini, Nancy Geist (2001). Enhancing the collaborative capacity of individualized education programs (IEPs) in Delaware schools. Thesis. University of Delaware, Delaware. ProQuest Dissertations and Theses.

This Executive Position Paper explores promising practice recommendations for enhancing the collaborative capacity of individualized education programs (IEPs) in Delaware Schools.

Recommendations marry existing literature on collaboration, building capacity through adult training/coaching, and special education, together with the hands-on expertise of conflict resolution professionals and experiences of IEP stakeholders. Data for this study was gathered primarily through IEP meeting observations and participant feedback in five Delaware school districts in spring 2000. Position Paper One provides an overview of the special education landscape in which IEPs figure so prominently, including a discussion of the national and local scope of the problems associated with enhancing collaboration in IEPs. The Special Education Partnership for the Amicable Resolution of Conflict (SPARC) program under the auspices of the Conflict Resolution Program at the University of Delaware is then introduced as a resource in the effort to build collaboration in special education. SPARC and this companion study, is funded by the Delaware Department of Education. From this introduction, a summary of literature related to collaboration, building capacity, and promising practices in training and coaching efforts will be provided. Position Paper Two shares and reflects upon the study methodology and collected data. Data analysis focuses on developing answers to the study question: What SPARC services and related training efforts can CRP make available to Delaware schools, districts and families that represent a promising practices approach to making a measurable difference in the special education arena? Position Paper Three concludes with implications and recommendations. A statewide proposal for building collaborative capacity in IEP meetings is detailed. Recommendations are supported by the study's data analysis, past CRP professional experiences and research related to SPARC, district needs assessment work, a contextual understanding of special education legislation, the IEP process, and adult learning theory and development in the school setting.

Thesis, empirical, quantitative.

Kleinberg, Jeffry Alan (2001). A scholar-practitioner model for executive coaching: Applying theory and application within the emergent field of executive coaching. Thesis. The Fielding Institute, California. ProQuest Dissertations and Theses.

The purpose of this research was to explore the ways in which a model for executive coaching applies and correlates with current practices of executive coaches. This research focused on the personal and professional experiences that influence the approaches and change methods employed by a group of executive coaches with their clients. After a thorough review of the literature, it appears that while executive coaching is currently a popular topic for discussion, it lacks theoretical understanding and has not been well researched. Coaching, as a field appears to be disparate, inchoate and less than unified at this time. The coaching literature continues having difficulty in determining common definitions for the term coach. Currently, executive coaching is an elusive concept which has a broad range of definitions and applications. Thematic analysis and qualitative, semi-structured interviews were used to explore the responses of 13 U.S. executive coaches in relation to their coaching experiences. The interviews were coded into emergent patterns and themes using thematic analysis. The findings were categorized under three domains: descriptive/factual, thematic essences of the executive coaches, and cross-sectional. Descriptive findings included: work experiences; recipients of coaching/range of outcomes from coaching; coach qualifications and training; use of coaches' resources; and process and outcomes of executive

coaching. Thematic essence findings included the following: how the coaches described themselves; beliefs about expertise and success; life experiences; communication, use of theory and interpretation; individual characteristics of the executive coaches; and confidentiality and trust. For example, the themes occurring under the heading of "process and outcomes of executive coaching" included: Processes, connecting/rapport building, assessing, interviewing, planning and goals/developmental objectives. The outcome themes included developmental/behavioral/remedial, performance/productivity related; and financially related. Communication themes included accepting the client the way they are and the way they are not; creating win/win situations; nothing is inherently wrong with the client; and providing unconditional positive regard and genuineness toward one's clients. Executive coaching, still in its infancy, is a relatively new genre of change agents, which has the potential for continued theoretical formulation, understanding, and application. Coaching outcomes and effectiveness should be researched further through longitudinal research studies.

Thesis, empirical, qualitative.

Kampa-Kokesch, Sheila (2001). Executive coaching as an individually tailored consultation intervention: Does it increase leadership? Western Michigan University, Michigan. ProQuest Dissertations and Theses.

The purpose of this study was to: (a) consolidate/critique the executive coaching practice literature and empirical research to determine what is known about executive coaching as an individual consultation intervention, and (b) provide additional knowledge about outcomes by testing whether executive coaching affects leadership as measured by the MLQ 5x (Short Form) (Bass & Avolio, 1995). Twenty-seven coaches, 50 clients (pre/early- or post/later coaching), and 62 direct-report/peers participated. Coaches provided demographic information, invited client participation, and distributed surveys to clients. Clients provided demographic information, rated themselves on a leadership instrument, and invited direct-report/peer participation. Direct-report/peers rated clients' leadership using a different version of the same instrument. In analyzing the results, the present sample of coaches were more often women and less likely to possess graduate degrees than coaches in previous research. Clients were also more likely women than clients in previous executive coaching research. Further, clients were different from leaders in previous MLQ research in that both pre/early- and post/later-coaching clients scored consistently higher on active leadership and lower on passive leadership. These results may reflect whom coaches identified to participate, i.e., clients who were already strong leaders. They may also reflect the leadership gains of pre/early-coaching clients in the 2 months of coaching that they received prior to this study. Finally, it is possible that only leaders who are "good enough" receive executive coaching. Therefore, coaching may be more about enhancing versus developing leadership. Statistically significant and meaningful differences occurred between pre/early-coaching and post/later-coaching clients on passive leadership. Statistically significant differences also occurred for client perceptions of impacting followers. Finally, statistically significant and meaningful differences occurred when examined for clients in upper-management and CEO positions with post/later-coaching clients rating higher on charismatic behavior, ability to impact followers, and inspire followers. These differences were examined only through client ratings and may be less accurate measures of change. These findings have implications for coaches, clients, and organizations because they suggest that executive coaching does impact leadership. Additional research needs to more clearly determine what the effects are, whom they occur for, and whether they imply leadership development or enhancement.

Thesis, empirical, quantitative.

Lepelley, Douglas Mark (2001). Exploring the adaptability of leadership styles in senior business executives: Life narratives and self discovery of factors contributing to adaptability. Fielding Graduate Institute, California. ProQuest Dissertations and Theses.

The expectations on leadership, it seems, have never been greater. This is especially true as we enter the 21st century within the demanding industry of high technology. It seems almost natural then, that leadership training and development activities continue to grow. And so they have, with 88% of high technology companies reporting leadership development as a top priority, and a growth in spending from \$10 billion yearly in 1980, to over \$45 billion in 1995, and projected to be over \$100 billion in 2001. This study looks into one aspect of leadership development and training, that being the assumption that through feedback on personal leadership styles, executives should, can, and do change to meet the needs as expressed in their feedback. As a business consultant and practitioner I have seldom witnessed significant change, as is the intention of most leadership development efforts, and thus my own experience presents the impetus of this study. David McClelland's research on motives and motivations is examined as the root theory of many feedback based leadership development models. McClelland et al. in conjunction with research conducted at Harvard University found "organizational climate" to be indicative of approximately 36% of the variance of one group's success over another. The individual "leadership styles" used, they found, impacted approximately 70% of the "climate" as experienced by those reporting to the leader. Leadership styles evolved out of McClelland's motive research on the needs for achievement, affiliation and power. The behavioral evidence of the achievement motive is experienced by a coercive (telling, expertise based), and/or pacesetter (lead by example and doing) leadership styles. The affiliation motive is experienced through affiliative (relationship building) and/or democratic (team building and consensus focused) leadership. And the need for power (or influence) motive is experienced through authoritative (visionary, selling a direction) and/or coaching (active in the development of others) leadership styles. Specifically, this research answers the question: What are the factors that contribute to the adaptability of leadership styles in business executives within high-technology companies? That is, why are some leaders more adaptable than others? To begin, 12 executives and their leadership styles over time are quantitatively compared and placed within a reference group of 298 other senior technology peers. Second, and most significant for this study, the 12 executives qualitatively contribute detailed life narratives, which provide the essence of the conclusions. The top 5 factors contributing to leadership styles adaptability (or lack thereof) are: the discovery that early success forms life-long default leadership styles; the continuity and lasting of personal characteristics, significantly impact leadership styles development and adaptability; through life's peak experiences leadership styles and adaptability are reinforced; leadership styles and adaptability are shaped through one's own personal leadership development experiences, and are evidenced in views on leadership development priorities; through solidifying of one's "purpose in life" leadership styles and adaptability are cemented. The major finding of this research indicates that teaching leadership styles adaptability is not likely, and is especially not practical, as an effective leadership development effort for high technology leaders. The study also introduces the terms intrinsic and high adaptability to distinguish the significance of the major research finding. Finally, implications on the future of leadership training and development are examined within the context of these findings and the participants' life narrative accounts.

Thesis, empirical, quantitative and qualitative.

Sztucinski, Klara (2001). The nature of executive coaching: An exploration of the executive's experience. The George Washington University, District of Columbia. ProQuest Dissertations and Theses.

Over the past decade there has been a remarkable growth in Executive Coaching. The rise in this developmental strategy may be in part fueled by what has been termed as a "crisis of leadership" at the very top of American corporations and the need to ensure on-going excellent leadership. Although, this developmental methodology has been widely used, little is known about it. What little literature there is has been mostly written by practicing coaches and reflects their perspective. This study explores the nature of executive coaching from the executive's experience. A phenomenological approach was employed in order to provide an understanding of the meaning executives make of their coaching experience. This phenomenological study used in-depth interviews as the method of data collection. This qualitative methodology provided rich, thick descriptions and through a process of inductive analysis produced findings that describe the fundamental structure of how executives experience coaching. This fundamental structure is comprised of seven essential elements: (1) Path to Achievement; (2) Unique to Self; (3) Ownership; (4) Confrontation with Self; (5) Array of Emotion; (6) Bond with Coach; and (7) Achievement. This study concludes with recommendations for the key constituencies involved in coaching: the human resource professional, the executive's boss, the executive and the coach, as well as suggestions for future research.

Thesis, empirical, qualitative.

Walker, Andrew Richard (2001). A study of informal learning in the context of managerial decision-making. Teachers College, Columbia University, New York. ProQuest Dissertations and Theses.

This case study is based on 51 critical incidents of managerial decision making in one pharmaceutical company. The purpose of the study was to acquire greater insight into how managers acquire informal learning while they are involved in making decisions. Through better understanding of the inter-related processes of thinking and action by which learning and decision-making occur, opportunities were found for the organization to better support and facilitate such learning in the future. The first research question (What were the informal learning strategies that managers deployed during the decision-making process?) highlighted an array of innovative but subconscious learning strategies and activities. In response to the second research question (What processes were taking place during informal learning?) there was also a difference in emphasis between the stages of learning in a personal decision and a policy decision. The third research question (What organizational factors facilitated or impeded the content and process of individual learning?) revealed the importance of context to learning. Organizational experiences were formational for new and experienced managers, alike. Female participants found they had more to learn about how to gain confidence and ensure that senior management listened to them. The findings were examined using a model of reflective learning from experience, both intentional and incidental. The model incorporates three stages of learning: preparation, experience and reflective processes. Managers' decisions ranged the spectrum from serious micro, individual decisions to broader wider impacting macro decisions primarily on the deployment of corporate resources. Decisions were made in the context of a changing market sector as hospitals became units within large centralized purchasing structures. Managers were clearly involved informally in self-directed learning activities that helped them to make a choice and substantiate their case. Raising awareness of the subconscious learning process and its input to the more apparent decision-making process provides benefits for practitioners in the field of HRD, particularly those involved in executive coaching, action learning and team building. Further learning - leading to better quality decisions - could be achieved by understanding the learning process itself to make the organization more of a natural learning environment. Learning can be facilitated through an active attempt to enable the manager to reflect on his or her thinking about the decision to create potential

learning. By encouraging individuals to review the rational and non-rational constituents of important decisions, the HRD practitioner can enable the individual to surface and make meaning of past learning, and review how it may be applied to the new situation.

Thesis, empirical, qualitative.

2000

n = 7

Alley, Cheryl Lee (2000). Web site for Imagine Consulting Services. San Jose State University, California. ProQuest Dissertations and Theses.

This creative project covers all topics related to the creation of a web site to be used as a marketing tool for a personal and executive coaching practice. First, this project examines who the coach is, the type of clients the coach hopes to attract, and the types of marketing tools that might work to attract those clients. This creative project then takes a closer look at the steps involved in the final output, from the creation of the business name and its public registry, to the final publication of the web site. A discussion of the rationale for each web page created and an examination of ways of tracking the success of using the web site as a marketing tool as well as the future use of other types of marketing strategies follows.

Thesis.

Ballinger, Marcia Stevens (2000). Participant self-perceptions about the causes of behavior change from a program of executive coaching. Thesis. Capella University, Minnesota. ProQuest Dissertations and Theses.

This study looked at the self-perceptions of individuals participating in a program of executive coaching. Specifically, the study sought to investigate whether there were differences in perception about which factors in the coaching were most important in leading to behavior change between two groups - those sent to coaching for developmental purposes, called High Performing, and those sent to coaching for remedial purposes, called Low Performing. The study consisted of a telephone survey of individuals completing the six month Individual Coaching for Excellence (ICE) program at Personnel Decisions International (PDI), a worldwide provider of coaching services. Before being contacted for the survey, the study participants were categorized as high performing or low performing by their respective coaches to allow for later comparison and analysis. The study hypothesis, based on attribution theory and Noe's model of behavior change from management training, predicted that High Performing individuals would rate survey items related to various aspects of the coaching experience higher if the items were associated with the individual him or herself, and Low Performing individuals would rate items higher if they were associated with people or events outside of him or herself. The results of the study did not support the hypothesis, because there was no significant difference in ratings between the two groups. A comparison of results by gender instead of performance category, however, showed that women rated all coaching factors and all items associated with the value of the coaching experience higher than men, except for those items having to do with support from boss and support from organization. These items were rated higher by men. Inasmuch as gender differences were not the purpose of the current study, however, it is recommended that future research be conducted to validate and further these initial findings.

Thesis, empirical, quantitative.

Bao, Yongjian (2000). Tacit knowledge, transactional learning and contractual arrangement: A transactional analysis of knowledge acquisition in international technology transfer in China. Thesis. University of Southern California, California. ProQuest Dissertations and Theses.

To acquire tacit knowledge from Western companies, the Chinese government has encouraged international technology transfer by adopting a liberal policy on foreign equity involvement. Various preferential treatments for foreign joint ventures are good examples of the government's belief that hierarchical contracting facilitates tacit knowledge transmission. This belief is consistent with opportunism-based transactional analysis, which argues that tacit knowledge transmission involves double-moral hazards and hold-up hazard, thus, incurs transaction costs. Only internalized control under hierarchical contracting can mitigate the contractual hazards. Empirical analysis of this study found several defects in such a belief and analysis: (1) opportunism-based analysis fails to identify and measure tacit knowledge transmission as an important transactional performance for transferees; (2) the analysis ignores transferees' learning of tacit knowledge in transaction; (3) the analysis fails to recognize that hierarchical contracting has no significant impacts on tacit knowledge transmission. To address these deficiencies, this study applies a knowledge-based transactional analysis to study transactional learning of tacit knowledge. The new analysis identifies several characteristics of tacit knowledge transmission: (1) it must be conducted through transactional learning, a special learning arrangement that requires interpersonal, experiential, and simultaneous interactions between instructors and learners; (2) to accommodate transactional learning, five learning-specific factors must be included in related contractual arrangements - the learning-specific context, relationship, method, incentive, and capability. This study conducted survey on international technology projects of 167 Chinese companies, and interviewed 30 executives from 14 Chinese companies. The statistical results highlight some significant contractual designs that corroborate with major theoretical propositions from knowledge-based transactional analysis: (1) sophisticated technology transfer benefits tacit knowledge transmission; (2) compatible business relations contribute to tacit knowledge transmission; (3) expatriate coaching is useful in tacit knowledge transmission; (4) private commitment on intellectual property right protection encourages more tacit knowledge dissemination; (5) transferees' absorptive capability is positively related to tacit knowledge transmission. These findings show that, in order to facilitate tacit knowledge acquisition in international technology transfer, the Chinese government must change its current equity-oriented policy to a learning-oriented one.

Thesis, empirical, quantitative.

Eldred, Lynn Mary (2000). From warriors to wingtips: The leadership transition of retired officers into the public sector. Thesis. University of San Diego, California. ProQuest Dissertations and Theses.

For personal and financial reasons some retired military officers seek second careers in the public sector. In entering local government, they are leaving a unique organization, and encountering a very different organizational culture. This study used grounded theory methodology to identify the key military leadership strategies and behaviors learned by military officers and to examine their applicability to local government. It focused on eleven retired naval and marine officers who served twenty or more years, attained a rank of lieutenant commander or major and above, and had worked in local San Diego government at the mid-management or executive level less than six years. Findings were triangulated with literature and other research. Participant described rapid leadership development as a military priority shaped by early responsibility, education, mentoring and command experiences. Leadership practices include using a contingency leadership style, firm discipline, a controlled environment, straightforward communications, training and development, values, camaraderie building, a command presence, standard

operating procedures and centrally-mandated change. Retired officers needed to adjust some military leadership practices to respond to the organizational systems and culture of local government. In addition, each encountered stereotypes of retired military officers that affected their image and capacity to influence their organization. The retired officers interviewed identified strategies that aided them in succeeding in the public sector. These included: using a coaching style to lead staff, following up on directives, actively managing performance, adopting a less direct communications style, improving employee selection and development, creating ownership, actively working to change systems, building influence and political relationships, introducing change by influence, consciously developing their reputation and countering stereotypes of military officers. Some retired officers used strategies that were less successful. These included: using a direct communication style, using military jargon, assuming compliance, accepting and criticizing the status quo, developing an inner circle, expecting the executive to initiate career development and direct change, becoming frustrated, and failing to react to stereotypes.

Thesis, empirical, qualitative.

Hisiro, Thomas Allen (2000). The influences of performance athletes: Focus on high school cheerleading. Thesis. University of Pittsburgh, Pennsylvania. ProQuest Dissertations and Theses.

The research study focuses on the influences that impact high school cheerleading. The issues prevalent with the activity of cheerleading appear to be universal and significant to most high schools. This study provides insight into the perception of the value of the activity within the school culture, the influences of parents upon cheerleaders, and explorations of health problems that are indigenous to the activity. The study was a qualitative approach involving in-depth interviews with seven high school principals, two cheerleading coaches, an athletic director, and the executive director of the WPIAL (Western Pennsylvania Athletic League). The problem reviewed was: what evidence from high school administrators demonstrates that high school cheerleading impacts a participant's personal, social and physical wellness as well as the administrative process of the system? The findings included references to the following area: (1) Cheerleading is valued as an important component within a school's culture and is viewed favorably as an extracurricular activity. (2) Beliefs about cheerleading are changing and cheerleaders are viewed as athletes. (3) The move toward athleticism and competition is adding an element of respect and prestige to the activity. (4) Cheerleading appears to consume an inordinate amount of time by administrators as compared to other extracurricular activities. (5) There appears to be a need for a clear governance statement relative to the issue of cheerleading. (6) Securing and developing competent and consistent coaching staffs seems to be an issue that needs addressed. (7) The study suggests that a lack of knowledge exist among school administrators concerning health issues relating to cheerleading. (8) The study suggests that the activity of cheerleading is in transition and given the evidence of its impact on administration time that further attention needs to be directed to this issue. The study illustrates that cheerleading is an integral and respected extracurricular activity within the school community. The study also addresses the significance of the role of the coach toward developing successful programs. In addition, the subjects expressed their views toward the future of the activity with emphasis toward competitive cheerleading. The element of athleticism within the realm of the activity and the concept of fostering school spirit are areas included within the study.

Thesis, empirical, qualitative.

Orenstein, Ruth L. (2000). Executive coaching: An integrative model. Graduate School of Applied and Professional Psychology, Thesis, Rutgers The State University of New Jersey, New Jersey. ProQuest Dissertations and Theses.

This study presents an integrative model for executive coaching and describes its application in three organizations with eight individuals. The model consists of an eight-step technology and the theoretical construct on which it is based. The eight steps of the technology are (1) the initial contact, (2) the preliminary meeting, (3) joint goal setting, (4) contract approval, (5) formal assessment, (6) feedback, (7) coaching, and (8) termination. The theoretical construct contains four premises: the unconscious plays a major role in individual and group behavior; that executive coaching is an intervention with a specific individual within a specific organization for the purpose of improving job-related performance and must therefore consider the individual, the organization, and their interaction; that, because organizations are comprised of groups and groups are comprised of individuals, individual behavior in organizations (a) is embedded in organizational, group, intergroup, and interpersonal behavior, and (b) influences and is influenced by intrapsychic, interpersonal, group, intergroup and organizational forces; and that the consultant's most crucial tool in the executive coaching process is the use of self. Excerpts describing the application of each step in the technology were selected from case histories constructed from archival client data gathered from unstructured and semi-structured interviews, unstructured and semi-structured observations, and notes taken throughout the consultation about the direct experience of the consultant. Analyses were provided using the model's theoretical framework. The study demonstrates that the integrative model is a social invention and a vehicle for combining practice and research; it demonstrates how a theory-based technology can improve the process of executive coaching; and it introduces a new conceptual approach to the field.

Thesis, empirical, qualitative.

Shoppach, L. Michelle (2000). An examination of factors affecting diversity of the NCAA Division II athletic staffs. Thesis. University of Arkansas, Arkansas. ProQuest Dissertations and Theses.

The NCAA is aware of the lack of diversity that is occurring in the athletic staffs at NCAA Division II institutions (Lapchick, 1999; National Collegiate Athletics Association, 1998; Pickle, 1999a; Suggs, 1999; Yost, 1999). This study surveyed all the NCAA DII Chief Executive Officers (CEOs), Athletic Directors (ADs), and Senior Woman Administrators (SWAs) to determine factors that affect diversity on NCAA Division II athletic staffs. The Shoppach Athletic Diversity Survey was developed for this study. The survey consisted of four areas: (1) the perception of the administrator on diversity, (2) the recruiting, interviewing, and hiring practices of each institution, (3) the institutional demographics, and (4) individual demographics. Ethnic minorities and females continue to be under represented on coaching and athletic staffs at NCAA Division II institutions, but it is not due to the perception of the college administrators toward diversity. The CEO, AD, and SWA all possess a positive attitude toward having a diverse athletic staff and their attitudes do not significantly differ from one another. There is a strong correlation between the number of minorities and women recruited and interviewed that do get hired. There are not a large number of women and minorities who are getting recruited and ultimately hired at NCAA Division II. The current number of females and ethnic minorities coaching and on the athletic staff at NCAA Division II institutions does significantly affect the hiring of a diverse staff. Holl (1996), Guy, (1995), Konrad and Pfeffer (1991), and Warner and DeFleur (1993), all emphasize that those doing the hiring tend to hire people like themselves. Most ADs and CEOs are white males and they seem to hire individuals like themselves. The CEO, AD, and SWA significantly differ on their perceived power in hiring/appointing a

staff. The perception of power is not significantly different for the CEO and AD; but there is a significant difference between the AD and SWA and the CEO and the SWA. The AD believes they have the most power, followed closely by the CEO, and a distant third is the SWA.

Thesis, empirical, quantitative.

1999

n = 4

Brown, Margot Ellen (1999). Personality correlates of leadership behaviors. Thesis. University of San Francisco, California. ProQuest Dissertations and Theses.

The purpose of this study was to correlate measures of personality to ratings of observed leadership behavior. Personality was measured using the Jackson Personality Inventory-Revised (JPI-R). The Leadership Competencies 360 Degree Rating Form (LC360) was used to rate leadership behaviors. The theoretical framework consisted of personality trait theory, social learning theory, and leadership theory. Based on the research literature, the hypotheses of this study was that certain leadership traits are related to certain executive leadership behaviors, and that these relationships would differ by gender. The predictor variables were the 15 personality traits measured by the JPI-R. The criterion variables were the ratings in the five behavioral domains as measured by the LC360. Data used in this present study were drawn from the archives of a professional consulting firm. Participants were 182 senior executives from Silicon Valley high technology companies. The senior executives were interviewed as part of the executive coaching services offered by the firm. Data were collected between 1993 to 1998. Each senior executive had an average of 19 raters who consisted of peers, subordinates, and superiors. Analyses consisted of creating a correlational matrix for the entire sample and then by gender. Simultaneous regression was conducted for the whole sample and then by gender. Results indicated that there was a relationship between personality traits and leadership behaviors. The results showed a difference by gender. Overall, 90% of the significant correlations for males were positively related. For females, 100% of the significant correlations were negative. The study specifically suggests that male senior executives displayed a different range of attributes than female senior executives and were more positively rated for it.

Thesis, empirical, quantitative.

Laske, Otto E. (1999). Transformative effects of coaching on executives' professional agenda. Thesis. Massachusetts School of Professional Psychology, Massachusetts. ProQuest Dissertations and Theses.

This study explores the transformative effects of coaching on executives on how they construe their mission, use their formal status, approach their tasks, and set goals, based on their developmentally grounded relationship to work. It examines the developmental preconditions of benefitting from a coaching relationship, and the dependency of coaching outcome on lifespan maturity. In order to tease out differences between adaptational learning and adult development, the study develops an epistemological instrument for assessing, prognosticating, and monitoring coaching outcome, both of individuals and groups. The resulting Developmental Structure/Process Tool (DSPT TM), while not restricted to organizational uses, pioneers a new generation of tools for supporting adult development in the workplace. In its design, the tool resolves dichotomies between structure and process in adult

development, stage and non-stage conceptions of development, and between self and role in supporting personnel development in organizations. Thereby, the instrument resolves the dichotomy between two central meanings of the term development: first, development as something brought about by humans (agentic development), and second, as something happening organically as humans mature (ontic development). The study regards six executives presently in a coaching relationship. It is based on two differently focused interviews with the executives. Adopting a "best case scenario," the study submits the executives' self-report on changes resulting from coaching to a twofold structural analysis. It demonstrates that transformational (developmental) change, in contrast to mere learning, occurs in some but not all individuals, depending on their lifespan maturity. Adopting the vantage point of constructive-developmental psychology, and benefitting from methods of clinical and neuropsychological assessment, the study scrutinizes present career theory, executive development theory, and practice theories for coaching executives for their acumen in dealing with the dichotomies mentioned above. The study comes to the conclusion that neither behavioral nor psychodynamic approaches to executive development are optimal in themselves, but need to be complemented by constructive-developmental thinking as encoded, e.g., into the DSPTTM . Implicitly, the study suggests the need for consulting psychologists and organizational psychologists to become expert in adult-developmental assessment.

Thesis, empirical, qualitative.

Sechrest, Thomas Lee (1999). How leaders develop in the semiconductor industry: A case study. The University of Texas at Austin, Texas. ProQuest Dissertations and Theses.

In the highly competitive and constantly changing environment that characterizes the high-tech semiconductor industry, leadership is a key to success, playing a significant role in helping industry organizations accomplish their mission. How leaders develop as leaders, then, is critical knowledge for semiconductor organizations to utilize in constructing succession plans and programs for development of leadership skills. Using network sampling, nineteen executives in one semiconductor design, engineering and manufacturing company were selected. They were subsequently interviewed using a format derived from Flanagan (1954) and expanded by McClelland (1978) in which they were asked to recall and describe critical incidents in their lives or careers that helped them learn how to be leaders. Their answers were coded by an expert panel and an analysis performed in which the coded interview responses were categorized into themes, using both inductive and deductive reasoning. Additional related questions allowed participants to provide their personal definition of leadership, to identify development gaps they saw in the company that was studied, and to make suggestions for leadership development activities. The themes demonstrated that the way semiconductor leaders learned how to be leaders is similar to the way leaders in other fields learned how to do so, compared to themes identified in the literature review. "Challenge/crisis," "role models," "coaching/mentoring," "feedback," and "reflection" were the themes most often cited in critical incidents in this study. This research extends knowledge by studying a population of leaders that has not received academic scrutiny and by using a technique that allows research subjects to tell reflective stories about their experience, leading to discoveries that are both expected and unanticipated, and allowing meaning in context to unfurl. Implications of these findings for further research are discussed.

Thesis, empirical, qualitative.

Sharkey, Linda D. (1999). Leadership development as a lever for culture change in a financial services organization. Thesis. Benedictine University, Illinois. ProQuest Dissertations and Theses.

Much has been written about the definition of leadership and the ability of leaders to develop over time (Bass, 1990). Additionally, considerable emphasis has been placed on methods to develop leaders (Clarke, Clarke & Campbell, 1996). Executive education has taken hold in academic organizations and in many major corporations, such as Motorola and General Electric Company, with organization change the expected outcome (Toppings, 1997). Current literature on leadership indicates high interest in the relationship of leadership to organizational culture. The academic research reviewed underscored that a principal lever for culture change is leadership training (Burke, 1997). However, little empirical evidence supports this claim. This study examines the relationship between leadership and organizational culture and the impact of leadership development on culture change. It asks whether leadership development can change transactional leadership characteristics to transformational leadership characteristics, and whether transformational leaders change the culture to reflect values of transformational leadership. This study adds to the literature by isolating one intervention of leadership development and by discerning the extent to which training helped them change their organization's culture. Participants in the study consisted of 70 senior managers from a major financial services company who participated in a 15-month leadership development effort. The development intervention consisted of 360-degree feedback, classroom experiences, coaching, and projects to apply the lessons learned to the job and learning journals. The participants, their managers, and a cross section of subordinates completed a survey to measure the culture - in its state of normalcy and during peak performance - before and after the intervention. In addition to the quantitative measures, a quantitative assessment was also conducted to capture perceived changes. The proposition of the study was not supported. Leadership development as an isolated intervention did not change the culture of the organization. Considerable evidence indicated that the leaders changed from transactional leaders to transformational leaders but were unable to influence the culture. Explanations for these findings and future research suggestions are provided.

Thesis, empirical, quantitative.

1998

n = 1

Kennedy, Mary Beth (1998). Perceptions of the role of the faculty athletics representative at universities holding dual membership in the NAIA and NCAA. Thesis. Bowling Green State University, Ohio. ProQuest Dissertations and Theses.

The purpose of this study was to examine (a) the role, function and contextual factors related to the faculty athletics representative (FAR) on university campuses which are members of both the National Collegiate Athletic Association (NCAA) and National Association for Intercollegiate Athletics (NAIA), and (b) the FARs' perceptions of the necessary changes for future effectiveness in the role, function and contextual factors related to the position. The study also examined the demographic characteristics of these individuals. The instrument used was a self-designed questionnaire based on insights from three sources: 17 faculty consultants who held the FAR position, administrative representatives from the NCAA and the NAIA, and the professional research. A pilot study utilizing the questionnaire was conducted. The population for the study was the FARs at the 56 colleges and universities that held dual membership in the NCAA and NAIA during the 1997-1998 academic year. Thirty-eight FARs (68.9%) responded to the survey within the designated time frame. The majority of FARs at dual member institutions are male, have

been at their institutions over 7 years, (although most were in their first four years in the FAR position) and are appointed by the chief executive officer (CEO) of the institution (less are supervised by the CEO). The majority of FARs are tenured professors, are not department chairs and over half of the FARs have coaching experience. The FARs identified certifying eligibility as the responsibility most often performed in their current positions. Contextual factors or professional relationship issues were five of the next six job responsibilities identified. The number one responsibility of the future FAR was having a good working relationship with the registrar. T-tests completed on the means of the current and future job responsibilities identified 39 areas with significant differences. This research offers support for the need for training sessions explaining the responsibilities of the position. The data of the study showed that FARs receive very little release time or monetary compensation. When selecting new FARs, institutions should consider selecting an individual with strong interpersonal skills since contextual factors are identified in both the current and future job responsibilities.

Thesis, empirical, quantitative.

1997

n = 2

Truhe, Christine Marie (1997). *Adaptation to work: Ego defenses of women in work*. Graduate School of Applied and Professional Psychology, Thesis, Rutgers The State University of New Jersey, New Jersey. ProQuest Dissertations and Theses.

The objective of this research was achieved in demonstrating that (1) ego defense mechanisms can be observed in the work of women and (2) there is a high level of agreement in identifying ego defenses. This study was modeled after the Study of Adult Development conducted by George Vaillant (1977) in which defenses were examined in the work of male participants. The psychoanalytic concept of defenses, mechanisms which unify the ego while facilitating psychological adaptation, has a long history of support beginning with Sigmund Freud (1905) and Anna Freud (1936), George Vaillant (1977, 1993) and Nancy Haan (1963, 1964). The current research is a four case design with a sample of women chosen from the pool of past clients of a career development program at a northeastern university. Data were collected through six hours of individual semi-structured interviews covering work, social/family, physical and psychological data. The researcher and other raters made judgments concerning (a) whether events in the life of each participant were likely to have triggered psychological defenses, and (b) the ego defense level (rated on a 1 to 7 scale) described in five vignettes concerning each of the four participants. There was high agreement between two raters who judged major events in the life of each participant which were likely to have triggered psychological defenses. Cohen's kappa (an index of agreement between the two raters) was .73, .79, .80, and .90 for judgments about the four participants. The agreement among raters concerning the ego defense levels described in vignettes about the four participants was also high (Pearson correlations among ratings made by the researcher and two other raters were equal to or greater than .90, $p < .01$). Conclusions indicated that the ego defenses which arise to allow women to adapt to life are apparent in the development of their worklives and that the events which trigger the need for adaptation and the level of ego defenses adopted by women can be reliably observed by judges. The results suggest that unconscious psychological factors can be evaluated in counseling, therapy, executive coaching, training and organizational interventions which involve helping people change their worklives.

Thesis, empirical, qualitative.

Warner, John F. (1997). The role of today's leaders in developing tomorrow's leaders. Thesis. The University of New Mexico, New Mexico. ProQuest Dissertations and Theses.

The purpose of this field-based qualitative study was to determine, how today's leaders, who have experience in developing others, groomed leaders to meet tomorrow's challenges. Personal interviews were conducted with 45 subjects (fifteen in each of three organizations) in 1994 and 1995. This study explored interaction and development processes between two individuals, an existing leader and emerging leader in three organizations - Electronic Data Systems (EDS), Southwest Airlines (SWA), and the Federal Aviation Administration (FAA). The existing leader was an executive leader, having other managers reporting to him. The emerging leader was an individual desiring future leadership responsibility at higher levels by making considerable effort to acquire additional skills. Major findings and implications focused upon the relationship between the experienced leader (mentor) and the emerging leader (protege). Several findings were discovered as a result of this study. There was a lack of leadership development opportunity for minorities. One organization (the FAA) had just initiated a formal development program to provide more opportunities to minority participants. This formal program created more awareness for leadership development, but lacked an intense learning environment and created false protege promotion expectations. The three organizations exhibited varying degrees of informal support for leadership development, with the exception of the formal FAA program. There were eight leadership development events and activities common to all three subject organizations. These included: meetings, new assignments, sponsorship, coaching, reinforcement, advice, freedom, and questions. No evaluation of informal leadership development experiences existed in the three organizations. The three organizations had little or no orientation to skills future leaders would need. There was some belief that simple leadership skills would be useful regardless of the organizational setting. One implication of the study was to combine formal and informal approaches to leadership development in order to improve leadership opportunities for minorities (formal programs) without sacrificing the intense learning experience of informal programs. Another implication is that leadership development appears to work best when a direct reporting relationship between mentor and protege is enhanced by formalized goals, participant selection, and evaluation procedures developed by the organization.

Thesis, empirical, qualitative.

1996

n = 2

Colvin, Robert Ernest (1996). Transformational executive leadership: A comparison of culture-focused and individual-focused leadership modalities. Thesis. Virginia Commonwealth University, Virginia. ProQuest Dissertations and Theses.

There are a plethora of specific practices prescribed by the literature for initiating and sustaining transformational leadership in organizations. These include the modality of vision setting and values shaping practices directed at the culture-level of the organization. Another prescribed modality includes the practices of teaching, coaching, mentoring, and empowering followers, which focus on the individual. However, the literature is weak in offering guidance on which, if either, of the practice-sets or "modalities"

is more potent in eliciting positive follower response. This research evaluated and compared culture-focused and individual-focused modalities of transformational leadership at the executive level of organization. The study considered the relative effect of both leadership modalities on desired attitude response from followers. The research design used a cross-sectional survey of 4,454 executives who participated in a managerial/leadership development program. The executives were rated by approximately 40,000 direct subordinates and peers on an instrument, the PROFILOR, which measures dimensions of transformational leadership and impact. The results showed that effective culture-focused and individual-focused modalities of leadership are both highly correlated with positive follower attitude response. The results further suggest, with a high degree of statistical significance, that for an enhanced level of desired follower attitude response from direct subordinates, the effective transformational executive leader may need to emphasize the individual-focused modality of leadership as much as, if not more than, the culture-focused modality. Responses from the executives' peers were used to validate the findings.

Thesis, empirical, quantitative.

Nunney Belt, Janice Lynne (1996). An evaluation study of a Fortune 500 organizational change program. Thesis. Pepperdine University, California. ProQuest Dissertations and Theses.

This evaluation study used existing data (secondary analysis) to make quantitative and qualitative assessments of the results of the first phase of an organizational change program, including environmental factors, management behaviors, and key areas of risk. The Fortune 500 organization under evaluation was an information systems division that had implemented a training program aimed at standardizing systems development processes effecting approximately 4,000 employees worldwide. Successful information systems professionals see benefit in applying standard, repeatable engineering principles to their daily work. In the organization under study, development groups used different processes to build information systems for internal business partners. The lack of standard processes resulted in significant increases in cost, inconsistent quality, and slow time-to-market. An internal implementation team was charged to: gain management commitment and sponsorship for the standard processes, develop and deliver the training program, support the organization as coaches, and evaluate the success of the change effort. This change program used first-level managers as change agents responsible for coaching and training employees. The implementation team needed to understand if managers' self-efficacy or confidence impacted their performance. As internal evaluator, the researcher completed a formative product evaluation of the change program to determine what results were obtained, how well needs were satisfied, and what should be done to improve the program in the future. The analysis used included definition and measurement of outcome criteria, collection of judgments of outcomes from stakeholders, and quantitative and qualitative analyses. A secondary analysis allowed the internal evaluator to answer questions and test hypotheses without recreating instrumentation. The analysis indicated that participants overall responded positively regarding the quality, effectiveness, and value of the training workshops. The first phase of the change program achieved the major objectives defined by executive management. The training workshops built awareness of the new processes within a short amount of time. It was determined that managers' self-efficacy and understanding of the new processes were weak indicators of coaching performance. Based upon recommendations of the internal evaluator, the implementation team and executive management team decided that the change program should be continued with modifications to the coaching, measurement, and training strategies.

Thesis, empirical, quantitative and qualitative.

1995

n = 1

Weil, Marion (1995). The impact of collegial peer coaching teacher training program upon Palm Beach County teachers' sense of self-efficacy. Thesis. Florida Atlantic University, Florida. ProQuest Dissertations and Theses.

The Palm Beach County School District, FL, (District) has introduced collegial peer coaching as one element of staff development in making training more effective for school improvement in making training more effective for school improvement practices. The purpose of this research was to ascertain the effects of collegial peer coaching on teachers' perception of self-efficacy. Developing skills to improve student achievement is the goal of inservice training for teachers. Teacher efficacy requires practice and refinement in order for teachers to gain executive control over newly-learned strategies. No empirical evidence exists regarding the effects of collegial peer coaching on teacher behaviors. The Teacher Locus of Control Scale was administered in a two-group study to determine whether teachers' sense of self-efficacy was impacted significantly by involvement in collegial peer coaching, years of teaching experience, teaching grade level, or by geographic location (work site) in the District. The treatment group subjects (collegial peer coaches, n = 102) and control group subjects (teachers not involved in collegial peer coaching, n=102) were surveyed in a pre- and posttest application to test the hypotheses. Results of the study indicate that teachers' sense of self-efficacy is impacted significantly by collegial peer coaching and by geographic location within the District ($p < .05$). A significant interaction effect was found between collegial peer coaching status and teaching grade level ($p < .05$). Recommendations include that development of learning-enriched environments, coupled with efficacy training for teachers, to enhance an understanding of how teacher attitudes and beliefs affect student achievement. All District teachers should receive training in collegial peer coaching to facilitate the change process. Opportunities to demonstrate, model, practice, observe and coach one another empower teachers to gain executive control of models of teaching strategies. The change process takes time. Teachers' sense of self-efficacy will develop on individual bases. We must be patient and trust that growth will occur for our efforts in the school improvement process.

Thesis, empirical, quantitative.

1993

n = 1

Peterson, David Bruce (1993). Skill learning and behavior change in an individually tailored management coaching and training program. Thesis. University of Minnesota, Minnesota. ProQuest Dissertations and Theses.

This study presents an innovative methodology for measuring individual change and development. This methodology is used to evaluate the effectiveness of an individualized coaching program for managers and executives. Individual coaching is an intensive development program that provides participants with

new insights, principles, strategies, tactics, and skills to improve their effectiveness and performance at work. Multiple techniques (including multiple types of items, rating scales, and raters) are used in a construct-oriented triangulation approach to evaluate the outcomes of coaching. For each participant, a customized rating inventory based on their individual training objectives is developed. This inventory is rated by the participant, their boss, and their coach at pre- and post-training, as well as at follow-up. Participants are rated on each item for their level of current effectiveness and, for the post-training ratings, retrospective degree of change. These two ratings provide different indications of the amount of change observed as a result of the coaching. For example, interrater correlations and agreement regarding the mean level of change are both higher for the retrospective change measure. All rater perspectives indicate that the coaching is effective in enhancing on-the-job behavior. On average, over 1.54 standard deviations of change are observed on the specific training objectives. Overall job effectiveness, a global outcome measure, is also rated. Based on pre- and post-training ratings, participants improve by about .85 standard deviations in overall effectiveness as a result of their coaching programs. These results compare quite favorably with the meta-analytic findings of Burke and Day (1986), who found an average effect size of .44 for subjective ratings of on-the-job behavior.

Thesis, empirical, quantitative.

1988

n = 1

Vogt, Gloria J. (1988). Assessment and acquisition methods used by management to identify and address training and development needs. The University of Nebraska – Lincoln, Nebraska. ProQuest Dissertations and Theses.

This research employed the survey method to gather descriptive data which was utilized to compare training and development acquisition methods used by Fortune 500 Chief Executive Officers and Human Resource Development Managers. Fifty-nine CEOs and 104 Human Resource Development Managers participated in the study. The purpose of this study was: (1) To determine the methods used by CEOs to assess and acquire their training and development needs; (2) To determine the methods used by management to assess and acquire their training and development needs; (3) To compare the methods used by CEOs and management; and (4) To determine relationships between methods used and industry type, level of educational degree earned, and by the discipline in which the degree was earned. To describe the interval data in this study (Parts I and II of the surveys), the frequencies are reported; the mode is reported for the nominal data (Part III of the CEO survey); and a t-test for independent samples was used to compare the interval data (Parts I and II of the survey). A Bonferroni adjustment of the alpha was made to control for Type I errors. There was a significant difference (at the .05 level of confidence) between assessment and acquisition methods used by CEOs and Human Resource Development Managers. There were no significant differences between educational degrees and educational disciplines of CEOs and their assessment and acquisition methods. CEOs favored self-assessment for determining their training and development needs; the acquisition method most favored to meet their perceived needs was reading the current literature. Conversely, Human Resource Development Managers reported using the recommendations of supervisors to determine the training and development needs of managers. Coaching and seminars were the acquisition methods reported most frequently used by Human Resource Development Managers to meet the training and development needs of managers.

Thesis, empirical, quantitative.

1986

n = 3

Kaiser, William James (1986). An Analysis of The Relationship Between Selected Health Conditions, Demographic Variables and The Type A Coronary-Prone Behavior Pattern Among Ncaa Division I-A and Division II Head Football Coaches. Thesis. Temple University, Pennsylvania. ProQuest Dissertations and Theses.

The Problem. The problem of this study was to investigate relationships between the Type A Behavior Pattern among N.C.A.A. Division I-A and Division II head football coaches and selected health conditions and demographic variables. The following health conditions were selected for this investigation: (1) high blood pressure, (2) ulcers, (3) heart irregularities, (4) headaches, (5) backaches, and (6) dizziness. For the intent of this study, the following demographic variables were selected: (1) age, (2) educational attainment, (3) head coaching experience, (4) head coaching success, (5) years in present coaching position, and (6) total number of job changes as a head coach. **Procedures.** The subjects for this study included 226 N.C.A.A. Division I-A and Division II head football coaches. The college coaches responded to the 21-item, Type A Scale, of the Jenkins Activity Survey (JAS). In addition, a demographic data sheet and health status inventory (developed by the writer) were mailed to each of the 226 head football coaches. The final return total numbered 157 subjects for a response rate of 69.4 percent. For purposes of statistical analyses, the N.C.A.A. Division I-A group was composed of 76 coaches while the Division II group made up 81 coaches. **Findings.** Analysis of the data relating to the study's four hypotheses produced the following major findings: (1) There was not a significant difference in Type A behavior between the N.C.A.A. Division I-A and Division II head football coaches surveyed. Both N.C.A.A. Divisions revealed extremely high levels of the Type A Behavior Pattern. (2) There was a significant difference in Type A behavior between the reference population of N.C.A.A. Division I-A and Division II head football coaches and the normative sample of the Western Collaborative Group Study male executives. (3) There was a significant relationship between Type A behavior of N.C.A.A. Division I-A head football coaches only and the degree of head coaching success, with the successful winning percentage in coaching being between 61 and 100 percent. (4) There was a significant relationship between Type A behavior of N.C.A.A. Division II head football coaches only and two health conditions - ulcers and backaches. **Recommendations.** On the basis of this study, the following major recommendations for further study were made: (1) Future research should be directed toward the assessment of Type A behavior among head coaches in other specific sports. (2) Future studies in the area of Type A behavior should be directed toward the female who has the head responsibility of coaching a woman's team. (3) Future research is needed to determine the possible relationship between Type A behavior among head coaches and selected factors that are associated with the risk of coronary heart disease such as aging, cigarette smoking, inactivity, obesity, etc.

Thesis, empirical, quantitative.

Rice, Priscilla (1986). Matching The Supply to the Demand: An Analysis of The Physical Education Labor Market. Thesis. The University of Iowa, Iowa. ProQuest Dissertations and Theses.

The purposes of this study were (1) to determine if there was a match between the demand for and the supply of physical educators in various specializations; (2) to determine the sexual and racial composition of the physical education labor pool and (3) to examine the hiring patterns in physical education departments at selected institutions. A total of 36 executive officers from selected physical education departments responded to the survey designed to identify institutional demographics, preparation patterns and hiring practices. Eighty-seven percent of the participating universities were public and the remaining 12 percent were private. The Chronicle of Higher Education and the Physical Education Update were analyzed for the 1980-86 academic years to determine job availability. Job availability data indicated that from 1980-86 most of the jobs were in the following areas: coaching (33%), athletic administration (15%), and generalist (10%). Within the limitations of this study, the overall comparisons between supply and demand revealed that there were fewer jobs available than degree recipients, that there were more persons prepared as generalists than there were jobs for them, and that there were more jobs for persons prepared as specialists than there were persons prepared. The areas of greatest oversupply were adaptives, athletic training, curriculum, exercise physiology, motor learning, psychology of sport and biomechanics. The areas of greatest undersupply were coaching, history of sport, anatomy research methods and sport communication. Analysis of the labor pool revealed that (1) minorities received 8% and women received 46% of all the graduate degrees awarded in physical education, (2) that the percentage of minorities and women being prepared in the physical education graduate programs was less than their percentage of the graduate population in institutions of higher education, and (3) that the percentage of minorities and women being hired at these institutions was less than their percentages of the physical education degree recipients at these universities. Lastly, the respondents correctly predicted that the labor market was largely a specialist market, however 10% of the positions did call for generalists.

Thesis, empirical, quantitative.

Ryskamp, Constance Vanzylen (1986). *Making Sense of Sense: An Observational Case Study of Comprehension Instruction in Third-Grade Classrooms (Schema Theory)*. Thesis. University of Pennsylvania, Pennsylvania. ProQuest Dissertations and Theses.

The purpose of my research is to demonstrate that teachers can learn how to teach comprehension. The problem that stimulated this study was the commonly held belief that teachers are not teaching reading comprehension. The methodology used in the research was that of a participant observer to study the effects of a staff development program in reading comprehension instruction on instructional behaviors in full classrooms. Two third grade teachers were trained and coached in the implementation of schema-theoretical strategies. Data were collected through recorded observations by the researcher, individual conferences, and written reactions by the teachers. The study (A) describes the staff development program as teachers were taught innovative comprehension strategies, practiced them in their classrooms, and developed them through coaching. (B) Examines the internalization of new strategies to determine the teachers' development of executive control. (C) Offers an inductively-created observational instrument that measures comprehension-oriented activities before, during, and after students read. A review of the data indicates the following conclusions: (1) Teachers involved in the study reacted positively but differently to the training program and the coaching process. (2) Teachers differed in the number of activities adopted during the program. (3) Teaching behaviors requiring vertical transfer were more difficult to acquire than horizontal transfer. (4) Teachers demonstrated executive control after they internalized schema theory.

Thesis, empirical, qualitative.

1984

n = 1

Duffy, Elaine Marie (1984). A Feedback-Coaching Intervention and Selected Predictors in Outplacement (Industry, Employment). Thesis. Hofstra University, New York. ProQuest Dissertations and Theses.

The "outplacement" concept was pioneered during the 1960's. Outplacement was created to assist individuals seeking employment to procure jobs in a systematic way. There is little data on outplacement effectiveness, and no well-controlled research studies have been reported. When an executive becomes unemployed, monetary and other work-related reinforcers are no longer dependent on this individual's behavior. This can result in extinction, learned helplessness, and depression. Since the ratio of reinforcement to responses is low, the candidate may demonstrate long periods of inactivity and lack the motivation to conduct the job search. It was predicted that a feedback intervention would facilitate the performance of candidates more effectively than currently utilized methods. Subjects included 163 candidates referred for outplacement services in the treatment firm. The first goal of the study was to investigate the effects of self-monitoring, charting behavior, and praise on the following dependent measures: pre-campaign time, campaign time, and total time in outplacement. Total time data were compared to data obtained from 58 subjects in a similar firm during both the baseline and treatment years. The intervention was implemented by three outplacement counselors, trained through instruction and coaching. The second research question concerned whether one could predict amenability to the intervention from psychometric data obtained from the assessment batteries of 32 candidates. The role demographic variables and job search behaviors was also assessed in relation to the dependent measures. Results indicated that campaign time decreased an average of 58 days, while total time decreased by 59 days in the treatment firm. Pre-campaign time did not significantly change. Comparisons between the treatment and control firms showed no differences in total time in the baseline year but significant differences in the treatment year. The eight day mean total time decrease from baseline to treatment years in the control firm was not significant. The psychometric data did not reliably predict amenability to the intervention. Non-significant relationships were found between both the demographic variables and job search behaviors and the dependent measures. A cost-benefit analysis suggests that a feedback intervention can result in considerable financial gain to the industry.

Thesis, empirical, quantitative.

1982

n = 1

Vitton, John Joseph, Jr. (1982). An Empirical Investigation of Executive Development in The United States Air Force. Thesis. The University of Nebraska – Lincoln, Nebraska. ProQuest Dissertations and Theses.

Executive development in the United States Air Force (USAF) is essential to effectively manage this gigantic organization with a global mission. This study replicates and extends a 1962 dissertation entitled "An Analysis of the Use of Selected Methods of Executive Development in the U.S. Air Force"

(Dissertation Abstracts International, Vol. 31, November 1970, page 1937-A). The 1962 survey, of 114 Air Force officers enrolled in the Air Force Institute of Technology's School of Engineering, concluded that USAF didn't have an integrated program of executive development. A large majority of the officers surveyed were not exposed to management development techniques (dependent variables), i.e., counseling, coaching, job rotation, understudy training, and self-development. Independent variables were rank, organization, rating, and longevity. The 1981 questionnaire, containing 59 items from the 1962 survey, was administered to officers attending the same institution, with an 80% response rate (259 usable returns). The chi-square technique was used to compare 1962 and 1981 data at the .05 level of significance. Chapter I contained an overview, six objectives, and seven hypotheses. Chapters II and III reviewed academic, business, and military management development literature and USAF directives. Chapter IV outlined research design and methodology. Chapter V reported 1981 survey results, while Chapter VI compared and analyzed the 1962 and 1981 data. Chapter VII contained a summary, presented 36 findings, conclusions, and recommendations. The 1981 survey found no specific program to integrate USAF in-house and off-the-job management development. Fifty-six percent of the respondents were not counseled on job performance, and 53% were not counseled concerning strengths and weaknesses. Thirty-one percent didn't receive coaching, 58% received no understudy training, 24% never experienced job rotation to develop executive abilities, 23% weren't encouraged to pursue self-development programs, and 73% weren't exposed to Management by Objectives as a method of performance evaluation. Major recommendations were that Air Force Manual 25-1, "USAF Management Processes," be updated and reinstated, a consolidated directive containing in-house and off-the-job management development programs and guidance be published, and Officer Evaluation Reports and Inspector General checklists insure management development performance by supervisors.

Thesis, empirical, quantitative.

1981

n = 1

King, Linda Toutant (1981). Title IX, Sex Ratios, and Trends in Leadership Roles in AIAW Division I Institutions. Thesis. West Virginia University, West Virginia. ProQuest Dissertations and Theses

The purpose of this investigation was to identify and analyze trends in Title IX's impact and sex ratios of athletic coaches and administrators in AIAW Division I intercollegiate athletic programs. Institutions offering at least one Division I intercollegiate athletic program, as defined by the Association for Intercollegiate Athletics for Women (AIAW), were chosen as a population. The following problems were investigated for the institutions chosen. (1) The number of women's athletic activities in 1970-71, 1975-76 and 1980-81. (2) The number and percent of women coaching women's athletics in 1970-71, 1975-76 and 1980-81. (3) The number and percent of women as athletic administrators in 1970-71, 1975-76 and 1980-81. (4) The possible reasons for any observed changes. (5) The effects of Title IX court cases on women's athletics. This study investigated the research problems using four formats. They were: (1) a search of AIAW records for women's intercollegiate athletics, (2) a national survey of all AIAW Division institutions, (3) personal interviews with executive officers at the AIAW National Office, and with delegates at the 1981 AIAW Delegate Assembly in Detroit, Michigan and (4) a review and abstract of all court cases of Title IX of the Educational Amendments of 1972 as it relates to athletics. The first two investigative procedures

sought to identify trends in sex ratio changes, which were addressed in problem 1, 2, and 3. The third procedure, the interviews, was to answer problem 4, the possible reasons for any observed changes. The fourth procedure, a Title IX compendium, was aimed at problem number 5. Results of the investigation showed a large increase in the number of athletic activities offered for women throughout the decade. There were also increases in the number of women coaches and administrators for these programs. However, the increase in the number of men coaching and administering women's programs was much more dramatic. The percentages of male and female coaches for women's intercollegiate athletics throughout the decade depicts the trend: 1970-71, 1975-76, 1980-81. Male Coaches 8.6%, 24.7%, 41.6%. Female Coaches 91.4%, 75.3%, 58.4%. The number of women coaching women's teams continues to increase. However, there is a noticeable trend toward more men coaching. In fact in District 3 of the study, the West Coast, there are already more men coaching intercollegiate Division I athletic activities (39.1% women and 60.9% men) than women. Implications of this study are that men are being selected to coach many of the new women's teams. Several problems must be addressed: (1) role models, (2) experience as assistant coaches, (3) training for coaches.

Thesis, empirical, quantitative.

1980

n = 2

Ball, Philip R. (1980). Professional Preparation and Certification of Secondary School Coaches: An Analysis of Positions Taken by State Leaders in Related Professional Organizations. Thesis. Oklahoma State University, Oklahoma. ProQuest Dissertations and Theses.

Scope of Study. This study sought (1) to determine the positions taken by selected leaders in the fifty states toward the certification and professional preparation of coaches and (2) to establish areas of agreement among the leadership groups. To accomplish this two-fold purpose, the problem was to determine and to compare the positions taken by those leaders. The coaching certification subjects that were studied dealt with the perceived need, effectiveness, administration, and implementation of specific requirements for coaches, as well as existing and pending certification criteria. The professional preparation topics investigated dealt with (1) evaluating how specific types of higher education programs met professional and staffing needs; (2) identifying the most important professional preparation areas; (3) ascertaining the amount of preparation needed in a certification requirement; and (4) determining if those certification requirements should apply equally to all coaching assignments. Four leaders in every state, the director of certification, the executive secretary of the activities association, the president of the state AHPER, and the president of the coaches association, were surveyed. A questionnaire was developed and then administered by mail. The responses were computer processed to obtain the data needed. Percentiles, mean rankings, and the chi square test were used in comparing the positions of leaders by professional group, geographical region, and coaching experience. The response rate was (1) 86.5% of the 200 leaders contacted, (2) at least 80% of each of the four leader groups, and (3) at least two leaders from each state, with all four leaders from 27 states. Findings and Conclusions. Based on the participants' response, the main findings were as follows: (1) Seventy-one percent of the leaders indicated a need for coaching certification. The directors of certification rated the need significantly lower than the other leaders. (2) The activity association leaders considered the need to require certification for specific

coaching assignments significantly less essential than other leaders. (3) Fifteen percent of the leaders (mostly in the Midwest) represented states having coaching certification with 11 to 15 semester hours as the most common requirement. (4) Where certification existed, 68% rated it effective. All leader groups had similar ratings of effectiveness. (5) The state certification office was considered the ideal agency for administering coaching certification standards. (6) Respondents preferred using clinics and workshops as the basis for enabling coaches under contract to meet certification standards in implementing a new program. (7) The major in physical education was rated the best program to meet the professional needs of coaches. The coaching minor received slightly more support than the physical education major as the program to best meet employment needs. (8) Of the five preparation areas proposed by the AAHPER Task Force, the medical aspect was considered most essential and the kinesiological area least essential. (9) The suggested hours of preparation for all areas were considered satisfactory; however, the physiological area received the greatest support for an increased requirement while the theory and techniques of coaching area received the most support for a decreased requirement. (10) Physical education leaders rated the physiological and kinesiological areas of coaching significantly more essential than other leaders.

Thesis, empirical, quantitative.

Wood, Nan Elizabeth (1980). *An Analysis of The Leadership of the Association for Intercollegiate Athletics For Women, 1971-1980*. The University of Utah, Utah. ProQuest Dissertations and Theses.

The general problem was to analyze the leadership of the Association for Intercollegiate Athletics for Women (AIAW) from 1971-1980. Subjects for the study were the 90 members of the AIAW Executive Boards from 1971-1980. The presidents, regional representatives, and other elected officers were included in this study. A modified form of the Leader Behavior Description Questionnaire (LBDQ) was used to measure the leader behavior of the AIAW Executive Boards in the two dimensions of Consideration and Initiating Structure. Descriptive statistics were utilized and appropriate tables were developed to show the mean scores, standard deviations, and percentages for the data gathered. Subjective assessment of the descriptive statistics was used for a portion of the data. Based upon the mean scores of the AIAW leaders' scores, the data indicated slight differences in the description of the leader behavior dimensions of Consideration and Initiating Structure. There were also slight differences in the two leader behavior dimensions for the chronological age of the AIAW leaders, for the professional preparation of the AIAW leaders, and for the coaching and athletic competitive experiences of the AIAW leaders. There were marked differences indicated in the description of the issues which have been controversial for the AIAW during the time period, 1971-1980. Within the limits of this study and based upon the data analyzed and presented, the following conclusions were drawn: (1) Since all age groups, AIAW Leadership categories, and each Executive Board within the AIAW leadership structure were higher in Consideration than in Initiating Structure, it was concluded that the importance of human relations had been a factor in maintaining the basic tenets of the Association in the 1970's. (2) Since the majority of the leaders were well established in their professional positions and organizations at the time of their AIAW leadership responsibilities, it was concluded that the AIAW had been led by professionally mature leaders during the 1970's. (3) Because a majority of the AIAW leaders held a doctoral degree (33 leaders, or 52 percent), it was concluded that educational pursuits were viewed as important by the AIAW leadership. It was also concluded, based upon the fact that a large majority of the AIAW leaders (52 leaders, or 81 percent) had professional positions at the university level, that the pursuit of the doctoral degree was also a related factor in maintaining the high levels of academic rank achieved by the AIAW leadership (19

leaders were professors and 20 leaders were associate professors). (4) Since all but one AIAW Region 3, was represented by the AIAW leaders in the areas of birthplace, professional degrees, and areas of professional positions, it was concluded that the AIAW had been equitably represented throughout the nine AIAW Regions of the United States during the 1970's. It was also concluded that Region 5 was the most represented region in the area of birthplace, professional degrees, and location of professional positions for the AIAW leaders of the 1970's. It was further concluded that increased involvement appeared to be occurring from persons located in Region 2 and Region 8 during the second half of the 1970's. (5) The strength of the AIAW leadership had been its diversity, its concern for educationally sound athletic programs, and its desire to provide positive competitive experiences for the student-athlete. (6) It was concluded that future leaders of the AIAW should consider professional preparation in the area of athletic administration for their advance degrees. (7) It was concluded that during the 1970's the AIAW was confronted with the preservation of its very existence in terms of providing the leadership which would regulate women's intercollegiate athletics.

Thesis, empirical, quantitative.